



**NYC Department of
Education**

Teacher Resource Materials

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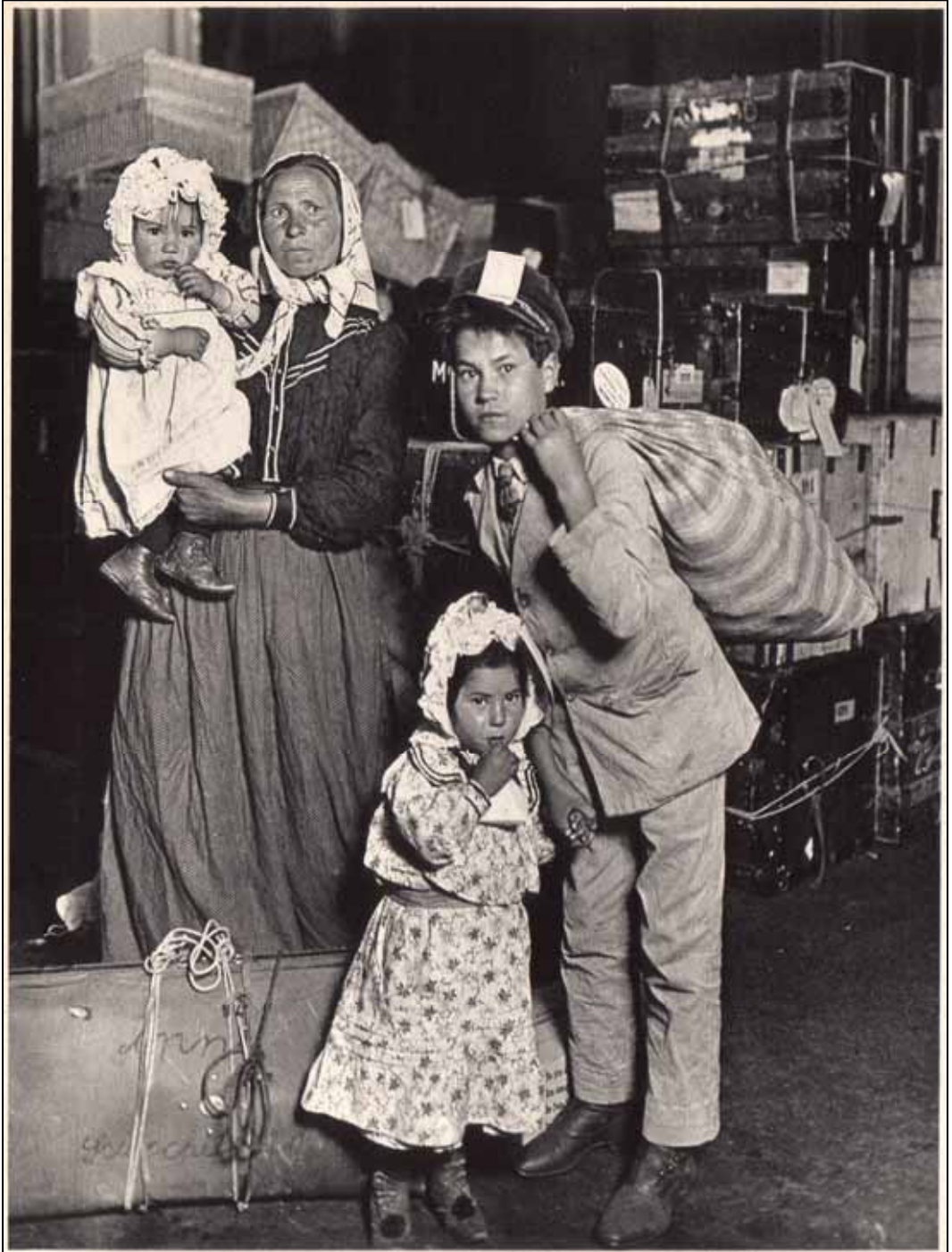
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[http://www.nycenet.edu/Offices/TeachLearn/
OfficeCurriculumProfessionalDevelopment/Gift
edTalented/default.htm](http://www.nycenet.edu/Offices/TeachLearn/OfficeCurriculumProfessionalDevelopment/GiftedTalented/default.htm)



IMMIGRATION

4th Grade Suggested Unit of Study *Gifted/Talented & Enrichment*

Office of Gifted/Talented & Enrichment

The Office of Gifted/Talented & Enrichment (G/T & E) develops policy and program recommendations to meet the educational needs of exceptional students while ensuring equity to gifted programs across groups of students. We also expand enrichment programs to develop potential talent in every child and provide information to the field regarding changes in teacher certification requirements for teachers of the gifted and talented.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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UNIT OVERVIEW

Unit of Study: Immigration
An Interdisciplinary Unit of Study

Time Frame: Three – Six Weeks

History or Social Studies is the driving force behind this interdisciplinary unit of study, however, reading and writing are taught every day through related non-fiction content. The arts, technology, math and science are also integrated when and where appropriate.

Unit design begins with teachers engaging in a brainstorming session and then collaboratively developing an **essential question** after the Unit of Study topic is selected. We define an essential question as a question that is multifaceted and open to discussion and interpretation. We believe that the essential questions chosen are important in terms of getting students to think about the complexities around historical issues and events.

Next, a series of **focus questions** or guiding questions is formulated. These focus questions are content-specific and become the foundation for lesson development. Using a **backward planning** process, teachers then decide on a series of content outcomes, process outcomes and affective considerations.

The planning **matrix** used is adapted from one originally designed by Margaret Beecher in her book, *Developing the Gifts and Talents of All Students In the Regular Classroom: An Innovative Curricular Design Based On the Enrichment Triad Model*. The matrix provides a way to chart the outcomes, questions, student activities and learning experiences.

Learning experiences are created with Dr. Joseph Renzulli's Schoolwide Enrichment Model in mind. This model structures learning experiences that range from exploratory activities to independent learning opportunities. For more in-depth reading on the Schoolwide Enrichment Model, see *The School-wide Enrichment Model. A How-to Guide for Educational Excellence*.

This unit of study should commence at the appropriate time of the year, selected by the teacher, in order to ensure that students have pertinent background information and a context for successfully understanding the concepts addressed in the unit. We also recognize that a truly in-depth unit may require more than three weeks of time, so we include a range of time from three to six weeks, depending on each teacher's goals and outcomes for the unit.

We intend for the unit of study to commence with an engaging opening activity that addresses the first focus question.

The daily **reading** and **writing workshops** generally focus on aspects of reading and writing non-fiction. Strategies for successfully reading and understanding non-fiction are included in each day's reading lessons. In writing, you will see students engaging in **Persuasive Writing, Editorial Writing, Writing 'All About Books,'** as well as other types of non-fiction writing. When studying the editorial structure or another specific genre of non-fiction writing, students are immersed in that genre and proceed toward a final written product using elements of the writing process.

Arts activities are connected by including a study of a relevant art form or artists connected to the time period being studied. We give students opportunities to study art, as well as to make art.

Field trips are planned to extend and enhance learning experiences, but also to demonstrate the real world connection of the social studies content in which students are immersed.

In an attempt to maximize the use of varied and multi-media resources, **primary sources** and **documents** are used whenever possible in addition to trade books, internet, newspapers, magazines, and traditional textbooks.

We invite you to utilize any or all of the enclosed lessons, templates and supporting materials, understanding that you will also bring to this unit your own ideas, questions, suggestions and activities based on the learning needs and interests of your students.

TEACHER BACKGROUND: IMMIGRATION

The growth and development of the United States can be traced to the migration of peoples from other lands. A series of successive waves of groups from various lands has created a dynamic and ever-changing country of immigrants who have affected each other.

Immigration is the movement of people from one country to another with the intention of settling in the new country permanently. There are those who consider the earliest groups that crossed the Bering Straight into the Americas thousands of years ago our first immigrants. Whether you agree with this premise or not – it is safe to say that the first “inhabitants” of the Americas came from somewhere else.

This unit of study looks at immigration, particularly in New York City, during the 1800s to the early 20th century – though we recognize that the early Dutch and British settlers were also immigrants. We also realize that many early immigrants arrived here by force and not by choice (as is the case with enslaved Africans). We trust that each classroom teacher can decide for him/herself what background knowledge is necessary so their students are able to put this unit into the proper historical, economic and social perspective.

It is important to note, however, that New York City has always been and continues to be a city of varying nations, ethnic groups, cultures, religions and lifestyles. Even New Amsterdam in the 1640s boasted more than 40 languages spoken and heard in just the small area south of Wall Street!

What was happening in the world, beginning in 1820 (when the U.S. started keeping such records), that caused so many millions of people to travel across a vast ocean in barely sea-worthy vessels to come to America? What were the various groups of immigrants running toward or running away from? This is the core of our unit of study.

- ❖ During the colonial era most of the immigrants to the U.S. had come from Northern Europe. Their numbers declined during the 1770s, but picked up again during the early 1800s. By this time, the population of Europe had grown drastically and the industrial revolution led to an absence of jobs, so new arrivals came in large numbers between 1820-1840.
- ❖ From 1840-1860, still more numbers of immigrants continued to arrive, mostly from Germany and Ireland, where political upheaval and crop failures caused people to leave their homelands.
- ❖ In 1860, nearly 200,000 Chinese laborers arrived in the western part of the United States (Angel Island), primarily to help build the railroad. Then in

1882, the government passed the Chinese Exclusion Act, restricting immigration from Asia.

- ❖ From 1880-1900, still other European groups begin to arrive, from the Netherlands, Spain, Italy, the Scandinavian countries, and other parts of Eastern Europe. The years 1900-1920 were dominated by the arrival of large numbers of individuals from Italy, mostly southern Italy.
- ❖ Almost 70% of all European immigrants to America initially landed and passed through New York City. Some stayed and some continued on to other parts of the United States. Some came for economic reasons, some to escape religious or political persecution. All came searching for a better life.
- ❖ Prior to the establishment of Ellis Island in New York harbor as the federal immigration station, immigrants to America were processed at Castle Garden in downtown Manhattan. Castle Garden operated as a point of entry from 1855 until April 1890. On January 2, 1892, Ellis Island opened as the Federal U.S. Immigration Station. Almost one fourth of all Americans can trace their ancestry by way of Ellis Island! By the time Ellis Island closed its doors in 1954, roughly 20,000,000 immigrants had passed through its gates. For some it was the realization of a dream, for others the beginning of a new struggle, and still for others, a journey that ended with disappointment and deportation.

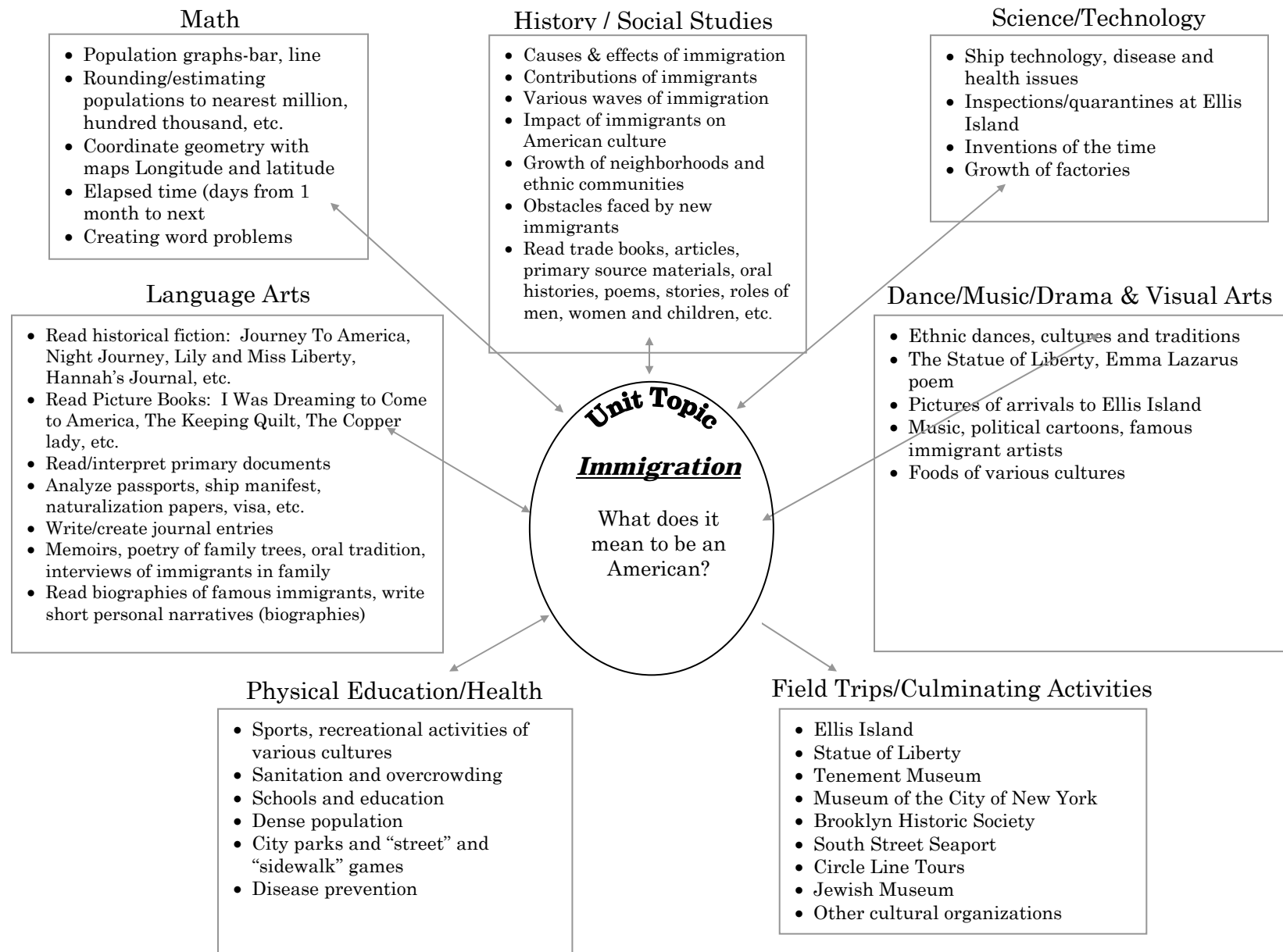
The story of American immigration is a long and complex one, with new chapters being written to this very day.

WHY FOCUS ON IMMIGRATION?

The Core Curriculum in social studies “builds on the students’ understanding of families, schools, and communities and highlights the political institutions and historic development of their local communities with connections to New York State and the United States.” Under the broader theme of industrial growth and expansion, students study immigration and the important contributions of immigrants to New York State.

Beyond the Core Curriculum, the study of immigration is really the study of all our families. Among historians there is disagreement as to exactly who were the first immigrants. A common belief is that the first people were wanderers from Northeast Asia about 20,000 years ago. These wanderers were believed to be the ancestors of today’s Native Americans. Some other theories are that the first Americans came from Polynesia, South Asia, or Europe. Other historians believe that the first peoples were killed by later arrivals and left no descendants. Regardless, all people in the United States have a family member somewhere back in time who was an immigrant.

By studying immigration the students will build on their prior knowledge (Pilgrims, New York City, and other cultures) and explore a full variety of cultures found in America, especially New York State. The teacher will be able to integrate social studies with other areas of the curriculum (see the matrix). In conjunction with the Language Arts curriculum, students will read, write, observe, discuss and debate. Students will become engaged in inquiry and problem solving about significant human issues. They will be able to participate in interactive and cooperative classroom study processes that bring together students of all ability and interest levels. Students will be involved in both independent and cooperative learning. As the students work through the focus questions they will have opportunities to study primary and secondary sources and visit cultural institutions as part of the study (Ellis Island and the Tenement Museum are highly recommended). Students will make historical connections and see the relevance of history to their own lives.

BRAINSTORM WEB

ESSENTIAL QUESTION

What does it mean to be an American?

Focus Questions

- What is an immigrant?
- Why did various groups emigrate?
- What obstacles/hardships did they face on their journey?
- What are some of the major immigrant groups to NYC?
- How did new immigrants adapt to life in the new land?
- How have the contributions of immigrants impacted American culture?
- How did the growth of specific neighborhoods coincide with the waves of immigration?

Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

Content	Process	Skills
<ul style="list-style-type: none"> • Students will know the various reasons for immigration • Students will understand the obstacles faced by new immigrants • Students will appreciate the impact of immigration on American culture • Students will acquire a framework of the history of immigration in NY and its affect on the country • Students will learn the many contributions of immigrants 	<ul style="list-style-type: none"> • Investigate the journey of a group of immigrants • Create timelines of important dates • Analyze waves of immigration • Interview new immigrants to NYC • Write and present oral histories • Compare and contrast journey, arrival and settlement of various groups • Research various groups and their contributions, etc. 	<ul style="list-style-type: none"> • Research skills • Interviewing skills • Learning to ask questions • Organizing chronological information • Knowing cause & effect • Reading non-fiction • Examining primary sources • Identifying bias, point of view • Oral presentation skills • Analyzing functional documents
<p><u>Possible student projects/products:</u></p> <p><i>Series of journal entries, poetry reflecting the immigrant experience, Immigrant Survival Guide, Illustrated Timelines, Rewrite Emma Lazarus, "The New Colossus," poem for the present, create board game, surveys, interviews, etc.</i></p>		

INTERDISCIPLINARY UNIT OF STUDY ONE-PAGE PLANNING MATRIX**Unit of Study:** Immigration**Essential Question:** What does it mean to be American?

Focus Questions	Disciplines	I. Initial activities that introduce, build and engage students with content knowledge, concept, skill	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests	Resources Needed
<ol style="list-style-type: none"> What is an immigrant? Why did people leave their homes to come to America? What obstacles did people face on their journey to America? What effects did immigration have on family life? What similarities and differences can we find among waves of immigrants? How have the contributions of immigrants impacted on American culture? How and why did the government regulate immigration to America? For most immigrants, how did the "myth" of America match the reality of American life? How did the growth of specific neighborhoods coincide with the waves of immigration? <p><u>Content:</u> The student will:</p> <ul style="list-style-type: none"> Comprehend the causes and effects of immigration. Examine data showing the waves of immigration of different cultural groups. Learn about the context in which immigration regulation took place. Describe the immigrant's path based on the time frame, means of transportation, reasons and obstacles. Understand the impact of the immigrants on American cultural life. Acquire a conceptual framework of the history of immigration in New York and its effect on our country. <p><u>Process:</u> The student will:</p> <ul style="list-style-type: none"> Investigate the journey of an immigrant group. Create a timeline of their trip. Research the obstacles they encountered traveling and upon their arrival. Conduct an interview of an immigrant. Present an oral history of that person. Create, design, and execute an immigrant survival guide. <p><u>Attitudes and Attributes:</u> The student will:</p> <ul style="list-style-type: none"> Appreciate that America is a nation built on immigration. Recognize and value the contributions of immigrants. 	<p>Literacy</p> <ul style="list-style-type: none"> Read folk tales Shared readings and read alouds of picture books about immigration Compare and contrast historical fiction and nonfiction materials Oral histories Use biography and autobiography to support the study Personal narratives Journal writing Brainstorm questions to ask an immigrant; interview Poetry Reading and analyze letters pertaining to immigration Essays Reading and writing editorials List new vocabulary words 	<ul style="list-style-type: none"> Interpret population graphs; bar and line Examine statistics of population waves Rounding and estimation Create word problems involving immigration Utilize coordinate geometry to plot the journey of an immigrant using maps Comprehend elapses time by examining time lines of immigrants journeys Compare and contrast the metric system of other countries and the American standard of measurement Measure an area equivalent to the size of the room in a tenement and analyze square footage per person Explore the contributions of immigrant scientists and inventors. Research disease epidemics resulting from the living conditions of immigrants Delve into the health issues immigrants encountered upon arrival 	<ul style="list-style-type: none"> Analyze characters in historical fiction Compare fact/opinion in historical fiction Read close for inference Study and interpret primary documents and functional documents Observe & chart character change through time Note key features of non-fiction Analyze point of view Create literary journals Create diary entries as an immigrant character Write rules for sidewalk games Develop open-ended questions and interview an immigrant Prepare a poster about a famous immigrant or contributions of an immigrant group Compile a book of immigrant recipes Re-write The New Colossus for the present day Write personal narratives of an immigrant experience 	<ul style="list-style-type: none"> Immigrant Fair that highlights groups researched Book of immigrant recipes to print and sell Create posters of New Colossus 2006 Poem Create a picture book based on a historical fiction read Develop a board game Presentation of oral histories to large group Learn and perform a cultural dance Teach others how to play the new sidewalk games Simulate a talk show about famous immigrants Create a newsletter for your school community that highlights new learning 	<ul style="list-style-type: none"> Hannah's Journal by Marissa Moss Ellis Island, New Hope in a New Land We Came Through Ellis Island America Begins in New York (resource guide) Kids Discover: Immigration/Ellis Island Arriving at Ellis Island Watch the Stars Come Out How Many Days to America? The Keeping Quilt I Was Dreaming to Come to America Picnic in October Lily and Miss Liberty The Copper Lady ...If Your Name Was Changes at Ellis Island Journey to America Night Journey Dear America Series Why Did They Come? Nat'l Geographic Ellis Island: Doorway to Freedom Shutting Out The Sky Ellis Island: Gateway of Hope Immigrant Kids Looking at Liberty Liberty! Immigrants: A Library of Congress Book The New True Book: The Statue of Liberty The Irish Famine Time for Kids Readers: Ellis Island More Places to Visit: Nat'l Geographic Primary Source Kits: Teacher Created Materials American Girl Series A History of US – textbook Long Way to a New land Immigrants in America Series Do People Grow Family Trees? New Kids in Town: Oral History of Immigrant Teens New Immigrants in New York
	<p>Math/ Science</p>		<ul style="list-style-type: none"> Create graphs using data Complete timelines of waves of immigration Create a scale model of an immigrant neighborhood Create a scale model of the Statue of Liberty using graph paper Research and list health issues during the ocean crossing Design a map showing the various ocean routes using latitude and longitude Make a list of all the math and science skills needed to design, build, transport the statue of liberty Compare and contrast the growth of New York neighborhoods over time Food preservation experiment 	<ul style="list-style-type: none"> Develop a large museum display panel to share data with other classes Design cards, spaces, game pieces for immigrant board game Create an immigrant crossword puzzle to share Research and present living/health hazards of the crossing Problem Exploration: Salt Water All Around – What To Do? Research and evaluate the conditions of the ocean crossing for various socio-economic groups 	
	<p>Social Studies</p>	<ul style="list-style-type: none"> Interview an immigrant of a cultural group different from your own family background Immigrant as a guest speaker Acquire map skills through the plotting of immigrants journeys List and read excerpts from the Oral History Project Examine the causes and effects of immigration- "myth vs. reality" View timelines of several immigrants' journeys Take trips to the Tenement Museum, Ellis Island, the Statue of Liberty, a walking tour of the lower east side, etc. Examine the immigration process Make inferences based on political cartoons Research the immigration, and naturalization laws of this period Research the Homestead Act Explore the notion of assimilation into American culture; yes or no? If so, to what degree? 	<ul style="list-style-type: none"> Make a list of ethnic services/establishments in your neighborhood Analyze passages from oral history project – summarize new learning Research the myths associated with immigration versus the reality encountered upon arrival – make a chart Evaluate political cartoons of the time that reflect attitudes toward immigration Create new political cartoons Plot the journey of an immigrant group on a map Analyze primary documents and list information learned Compare and contrast the immigrant experience using two different groups List the most common immigrant occupations by group Compare and contrast neighborhood change over time Analyze and interpret immigration restrictions and laws Day in the Life essays reflecting the home life of an immigrant Complete a family tree to trace ancestry 	<ul style="list-style-type: none"> Create a guide/pamphlet reflecting new immigrants needs in the past versus today Develop new immigrant survival guide Compile a list of agencies that assist new immigrants Imagine and predict immigration issues of the future- what will they be 200 years from now? Present findings based on trends studied Design a parade float that highlights the contributions of immigrants – or various groups can design a float for a particular immigrant group Design a one-page document "How to Be a Good Citizen" Design new US passport Using Ellis Island as inspiration – how will interplanetary immigration be handled 2000 years from now? Present ideas using available research Suitcase Project: Design a Suitcase that could have been used by an immigrant group and use it to contain all your group research 	
	<p>The Arts</p>	<ul style="list-style-type: none"> View biography posters of immigrants Museum visits to view the works of immigrant artists Examine photographic essays of immigrant life and create captions Look at sculpture in New York that symbolizes immigration; Statue of Liberty, "The Immigrants" Battery Park View the work of the Ashcan artists; painting of tenements 	<ul style="list-style-type: none"> Analyze photographs for information Write a reflection of the museum visit Learn and perform a folk dance Create immigrant puppet characters Create immigrant paper dolls with period clothing Design background, images for immigrant board game Develop a Contributions of Immigrants Poster Design a new flag for Ellis Island/Statue of Liberty Design a new stamp Neighborhood walk with pictures Illustrate a picture book Photo essay of immigrant interview 	<ul style="list-style-type: none"> Design an abstract symbol for Liberty Design and execute a mural about immigrant Create new green cards; visas Make a miniature version of a tenement house/apartment Immigrant Walk of Fame for Ellis Island Create a gallery/museum exhibit Design a T-shirt for Ellis Island Design a family crest 	
<p>Technology</p>		<ul style="list-style-type: none"> Read folk tales Shared readings and read alouds of picture books about immigration Compare and contrast historical fiction and nonfiction materials Oral histories Use biography and autobiography to support the study Personal narratives Journal writing Brainstorm questions to ask an immigrant; interview Poetry Reading and analyze letters pertaining to immigration Essays Reading and writing editorials List new vocabulary words 	<ul style="list-style-type: none"> Use techno logy for virtual graphs Import images for photo essay Use graphic organizers to assist with research Word processing skills to complete essays, poems, writing Use internet research to write reports Virtual trips 	<ul style="list-style-type: none"> Use computer to locate people, places, events to plan a day long trip/event around immigration Power Point presentation on famous immigrants to an audience Design Mock visas, naturalization forms using technology 	

INTERDISCIPLINARY UNIT OF STUDY PLANNING MATRIX (BY SECTION)**INTERDISCIPLINARY UNIT OF STUDY PLANNING MATRIX (BY SECTION)****Unit of Study:** Immigration**Essential Question:** What does it mean to be an American?

<u>Focus Questions</u>	Disciplines	I. Initial activities that introduce, build, and engage students with content knowledge, concept, and skill.
<p>1. What is an immigrant?</p> <p>2. How have the contributions of immigrants impacted on American culture?</p> <p>3. How and why did the government regulate immigration to America?</p> <p>4. For most immigrants, how did the “myth” of America match the reality of American life?</p> <p>5. How did the growth of specific neighborhoods coincide with the waves of immigration? <i>*see new focus questions to add from Essential Question planner</i></p> <p>Content: The student will:</p> <ul style="list-style-type: none"> • Comprehend the causes and effects of immigration. • Examine data showing the waves of immigration of different cultural groups. • Learn about the context in which immigration regulation took place. • Describe the immigrant's path based on the time frame, means of transportation, reasons and obstacles. • Understand the impact of the immigrants on American cultural life. • Acquire a conceptual framework of the history of immigration in New York and its effect on our country. <p>Process: The student will:</p> <ul style="list-style-type: none"> • Investigate the journey of an immigrant group. • Create a timeline of their trip. • Research the obstacles they encountered traveling and upon their arrival. • Conduct an interview of an immigrant. • Present an oral history of that person. • Create, design, and execute an immigrant survival guide. <p>Attitudes and Attributes: The student will:</p> <ul style="list-style-type: none"> • Appreciate that America is a nation built on immigration. • Recognize and value the contributions of immigrants. 	Literacy	<ul style="list-style-type: none"> • Read historical fiction • Read biographies and autobiographies • Read folktales as a way to understand culture and traditions of a group • Shared readings and read alouds of picture books about immigration • Read nonfiction materials • Read Oral histories • Letter writing; diary entries • Read Personal narratives • Journal writing • Brainstorm questions to ask an immigrant; interview • Read and write Poetry • Reading and analyze letters pertaining to immigration • Reading and writing editorials <p>Immigration Interest Development Center</p>
	Math/ Science	<ul style="list-style-type: none"> • Examine population graphs; bar and line • Examine statistics of population waves • Preservation of food during the ocean crossing • Death and illness during the crossing • Utilize coordinate geometry to plot the journey of an immigrant using maps • Comprehend arcs of time by examining time lines of immigrants journeys • Compare and contrast the metric system of other countries and the American standard of measurement • Measure an area equivalent to the size of the room in a tenement and analyze square footage per person • Explore the contributions of immigrant scientists and inventors. • Read about the diseases/epidemics resulting from the living conditions of immigrants • Explore ships of the era; consider conditions, size, features, seaworthiness, ability to cross vast ocean
	Social Studies	<ul style="list-style-type: none"> • Locate an immigrant of a cultural group different from your own family background • Immigrant as a guest speaker • View maps that plot immigrants journeys • List and read excerpts from the Oral History Project • Examine the causes and effects of immigration- “myth vs. reality” • View timelines of several immigrants’ journeys • Trips to the Tenement Museum, Ellis Island, the Statue of Liberty, a walking tour of the lower east side, etc. • Examine the immigration process • View political cartoons • Introduce the immigration, and naturalization laws of this period • Use primary documents that record immigrant journey • Explore the notion of assimilation into American culture; yes or no? If so, to what degree? • Read first hand accounts of journey, arrival, etc. <p>View/use text sets on topic of immigration</p>
	The Arts	<ul style="list-style-type: none"> • View photographs of immigrants • Museum visits to view the works of immigrant artists • Examine photographic essays of immigrant life and create captions • Look at sculpture in New York that symbolizes immigration; Statue of Liberty, “The Immigrants” Battery Park • View the work of the Ashcan artists; painting of tenements • Folk Arts/culture of various immigrant groups • Study musicians who were immigrants.
	Technology	<ul style="list-style-type: none"> • Conduct web searches on immigrant groups and individuals • Watch video clips of immigrant experiences • Research the rise of immigrant newspaper

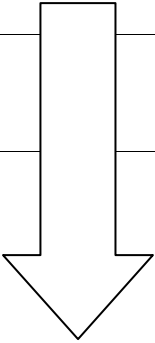
INTERDISCIPLINARY UNIT OF STUDY PLANNING MATRIX (BY SECTION) (CONT'D)**Unit of Study:** Immigration**Essential Question:** What does it mean to be an American?

Disciplines	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests	<u>Resources Needed</u>
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Social Studies	<ul style="list-style-type: none"> Make a list of ethnic services/establishments in your neighborhood Analyze passages from oral history project – summarize new learning Research the myths associated with immigration versus the reality encountered upon arrival – make a chart Evaluate political cartoons of the time that reflect attitudes toward immigration Create new political cartoons Plot the journey of an immigrant group on a map Analyze primary documents and list information learned Compare and contrast the immigrant experience using two different groups List the most common immigrant occupations by group Compare and contrast neighborhood change over time Analyze and interpret immigration restrictions and laws Day in the Life essays reflecting the home life of an immigrant Complete a family tree to trace ancestry 	<ul style="list-style-type: none"> Create a guide/pamphlet reflecting new immigrants needs in the past versus today Develop new immigrant survival guide Compile a list of agencies that assist new immigrants Imagine and predict immigration issues of the future- what will they be 200 years from now? Present findings based on trends studied Design a parade float that highlights the contributions of immigrants – or various groups can design a float for a particular immigrant group Design a one-page document “How to Be a Good Citizen” Design new US passport Using Ellis Island as inspiration – how will interplanetary immigration be handled 2000 years from now? Present ideas using available research Suitcase Project: Design a Suitcase that could have been used by an immigrant group and use it to contain all your group research. 	

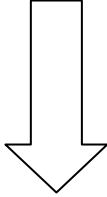
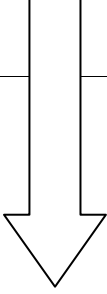
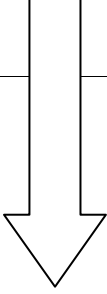
INTERDISCIPLINARY UNIT OF STUDY PLANNING MATRIX (BY SECTION) (CONT'D)**Unit of Study:** Immigration**Essential Question:** What does it mean to be an American?

Disciplines	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests	<u>Student Assessment</u> Use different method as outlined on state packet
The Arts	<ul style="list-style-type: none"> Analyze photographs for information Write a reflection of the museum visit Learn and perform a folk dance Create immigrant puppet characters Create immigrant paper dolls with period clothing Design background, images for immigrant board game Develop a Contributions of Immigrants Poster Design a new flag for Ellis Island/Statue of Liberty Design a new stamp Neighborhood walk with pictures Illustrate a picture book Photo essay of immigrant interview 	<ul style="list-style-type: none"> Design an abstract symbol for Liberty Design and execute a mural about immigrants Create new green cards; visas Make a miniature version of a tenement house/apartment Immigrant Walk of Fame for Ellis Island Create a gallery/museum exhibit Design a T-shirt for Ellis Island Design a family crest 	<ul style="list-style-type: none"> Rubrics for projects Criteria lists for research reports Graded presentations Individual and group reflections Observation of students Traditional tests Writing samples and revisions/drafts/final Culminating Project Assessment Student self-assessment Teacher evaluation of goals met/outcomes reached Can students answer the focus questions with detail and depth? Can students move to a larger understanding – to additional Type 3 projects? Is the knowledge learned sustained?
Technology	<ul style="list-style-type: none"> Use technology for virtual graphs Import images for photo essay Use graphic organizers to assist with research Word processing skills to complete essays, poems, writing Use internet research to write reports Virtual trips 	<ul style="list-style-type: none"> Use computer to locate people, places, events to plan a day long trip/event around immigration Power Point presentation on famous immigrants to an audience Design Mock visas, naturalization forms using technology 	

WEEKLY FOCUS QUESTION PLANNING SHEET - WEEK 1

Day	Social Studies Focus Question	What learning experiences will answer the focus question?	Literacy Connection
1	What is an immigrant?	<ul style="list-style-type: none"> Students will brainstorm and create a web to define the term immigrant/immigration Students will participate in a read aloud of <u>Coming To America: The Story of Immigration</u>. 	Using the book- <ul style="list-style-type: none"> "Coming to America: The Story of Immigration" by Betsy Maestro help students identify the arc of time in the story Select important vocabulary for word wall Make inferences about illustrations and text Draw conclusions
2	Why did various groups choose or were forced to emigrate?	<ul style="list-style-type: none"> Read Aloud- selections from "I Was Dreaming to Come to America" By Ellis Island Oral History Project (nonfiction) 	<ul style="list-style-type: none"> Infer the reasons why groups left their native countries. Note-taking skills Drawing conclusions
3		Read several oral histories of immigrants who came to NYC for a variety of reasons utilizing the website for the Ellis Island Oral History project	<ul style="list-style-type: none"> Infer the reasons why groups left their native countries Compare & contrast the fiction & nonfiction experiences
4		Reread several excerpts of previously read materials to analyze, synthesize and evaluate in terms of making judgments/ conclusions about immigration to NYC	<ul style="list-style-type: none"> Compare & contrast the different reasons for coming to America Drawing conclusions Reread and refine web on immigration In an essay, summarize the reasons immigrants leave their native country. Include excerpts from the read texts to justify conclusion
5	What obstacles did people face on their journey to America?	<ul style="list-style-type: none"> To comprehend and identify situations involving cause and effect Compare and contrast traveling by steam ship vs. sailing ship Explore the various ways/conditions immigrants arrived (1st Class, 2nd Class, steerage) See additional resources 'In Their Words' 	Literature Circles utilizing historical fiction: <ul style="list-style-type: none"> "Letters from Rifka" by Karen Hesse "The Night Journey" by Katheryn Lasky "Broken Song" by Katheryn Lasky "Dreams in the Golden Country: The Diary of Zipporah Feldman, a Jewish Immigrant Girl, NYC, 1903" by Katheryn Lasky Note-taking skills

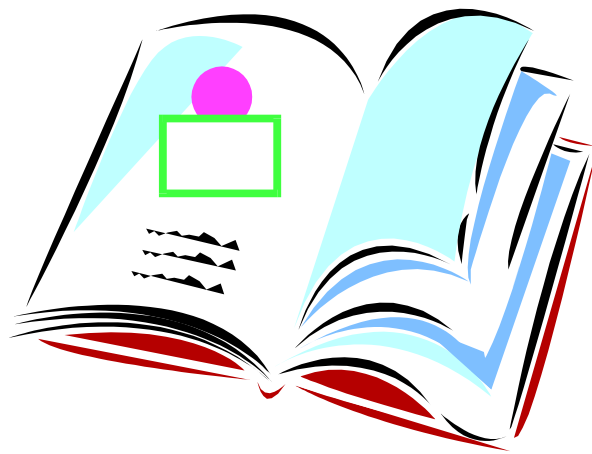
WEEKLY FOCUS QUESTION PLANNING SHEET - WEEK 2

Day	Social Studies Focus Question	What learning experiences will answer the focus question?	Literacy Connection
6		Activity sheet included Read excerpts from <u>The Cat Who Escaped From Steerage</u> (included) Read first hand accounts of immigrant experiences of the long ocean crossing	<ul style="list-style-type: none"> Accountable talk Drawing conclusions Create an “immigrant” word wall Journal entries assuming the identity of a similar immigrant Letter writing comparable to those in the books Creating a timeline and mapping the immigrant’s journey- sequence of events
7	What happened to immigrants when they arrived at Ellis Island?	Select appropriate excerpts from <u>Arriving at Ellis Island: Landmark events in American History</u> . Re-write onto chart paper or display on overhead projector (pages 18-35)	See sample lessons
8		Read-aloud chapter 2 (pg.7) <u>Island of Hope and Fear from Ellis Island: New Hope and a New Land</u>	<ul style="list-style-type: none"> Reading for information, summarizing , categorizing and classifying information Note-taking
9		Read-alouds to enrich the work and model the strategies being applied by the Literature Circles: <u>If Your Name Was Changed at Ellis Island</u> by Ellen Levine <u>Immigrant Kids</u> by Russell Freedman Documents from Ellis Island	<ul style="list-style-type: none"> Activate prior knowledge Make predictions Main idea and supporting details Letter writing format Sequence of events Evaluate and analyze the pieces
10		Utilizing authentic oral histories as Shared Readings: <ul style="list-style-type: none"> Ellis Island Oral History Project <u>We Were There, Too!: Young People In U.S. History</u> by Phillip Hoose <u>Ordinary Americans: U.S. History Through the Eyes of Everyday People</u> Edited by Linda R. Monk 	<ul style="list-style-type: none"> Synthesize and interpret information Summarize and present orally information learned from history Recognize connections between immigrant experiences

WEEKLY FOCUS QUESTION PLANNING SHEET - WEEK 3

Day	Social Studies Focus Question	What learning experiences will answer the focus question?	Literacy Connection
11	What are some of the major immigrant groups in America?	Read charts and graphs Review timeline at http://library.thinkquest.org for one page explanation on immigration background of specific groups. See also patterns of immigration chart (included)	<ul style="list-style-type: none"> Visual literacy skills Interpreting information from charts and graphs. Comparing and contrasting information and drawing conclusions.
12	How did immigrants adapt to life in the new land?		<ul style="list-style-type: none"> Reading non-fiction Recognizing types of non-fiction Noting features of non-fiction
13			
14	How have the contributions of immigrants impacted American culture?		<ul style="list-style-type: none"> Responding to non-fiction Analyzing and interpreting Making inferences
15			

SAMPLE LESSON PLANS



Lesson: America is a Nation of Immigrants

Unit of Study: Immigration

Focus Question: What is an Immigrant?

Read Aloud:

- Coming to America: The Story of Immigration by Betsy Maestro, illustrated by Susannah Ryan

Teaching Point:

- According to the author, all people in America, at one time or another can be considered immigrants.
- Noticing the arc of time in a story.

Connection:

This book presents a sweeping overview and evolution of American immigration from the earliest nomads to the present day. It is very useful as an introductory read-aloud and will set the context for the unit of study in a child-friendly and meaningful way. The book can also be used again over the course of a few days.

- Briefly activate prior knowledge by brainstorming and creating a web after asking students if they know the definition of immigrant or immigration and chart student responses.
- After discussing the book's title and cover illustration, read and pause to discuss the illustration which takes up the first two pages. Ask students to explain what they see at the "Around the World Dinner." Students will probably mention that the people attending the dinner all seem to be wearing clothing that tells something about their countries of origin. These two pages also set the stage well for the author's theme – that all Americans are related to, or were at one time, immigrants.
- It is important to make students aware of the scope or arc of time in writing. In this book, the author presents a very large arc of time – from several thousand years ago to the present day. There are other books where writers focus on a small moment, or one day or a few years.
- Given that the book presents large eras of time, it is a good idea to create a class timeline during or after reading the book (the Table of Dates provided at the end of the story will be very helpful). In this way students gain a historical context for the major waves of immigration that are presented.

- As you read about other dates and waves of immigration, you can ask students to help place the events and dates onto the timeline. (A variation is to model with a few entries onto a class timeline and then ask students to continue making their own entries onto timelines while they listen.)
- The book explains why certain groups of immigrants came to America. The book also deals with the issue of forced migration and refugees. The illustrations have a simplicity and clarity that can be easily interpreted, discussed and appreciated by students.

Extension Activities:

- Chart the countries that are mentioned in the story or locate them on a map.
- Discuss the “melting pot” theory and get students to think about the difficulties of assimilation versus trying to hold onto one’s culture and identity.
- Ask students to focus on a specific illustration and write about what is viewed. You can use the “What I See, What I Think, What I Wonder” template.
- On 3 x 5 note cards students can write the new words learned from this story for an “Immigrant/Immigration Word Wall”
- Students can do more reading or research about forced migration and refugees.
- Students can select an era or wave of immigration to illustrate for a large annotated class timeline.

Lesson: Coming Over

Unit of Study: Immigration

Teaching Point:

- To read non-fiction text and identify/learn that key words or phrases are often defined; practice visualizing when presented with descriptive text.

Connection:

- As part of the unit of study on immigration, students will read this passage and understand the conditions of the journey while adding to their knowledge of conventions/features of non-fiction.
- Use the text on pages 4-5 from ***Immigrant Kids*** by Russell Freedman as a shared reading experience.

Text:

In the years around the turn of the century, immigration to America reached an all-time high. Between 1880 and 1920, 23 million immigrants arrived in the United States. They came mainly from the countries of Europe, especially from impoverished towns and villages in southern and Eastern Europe. The one thing they had in common was a fervent belief that in America, life would be better.

Most of these immigrants were poor. Somehow they managed to scrape together enough money to pay for their passage to America. Many immigrant families arrived penniless. Others had to make the journey in stages. Often the father came first, found work and sent for his family later.

Immigrants usually crossed the Atlantic Ocean as steerage passengers. Reached by steep, slippery stairways, the steerage lay deep down in the hold of the ship. It was occupied by passengers paying the lowest fair.

Men women and children were packed into dark, foul smelling compartments. They slept in narrow bunks stacked three high. They had showers, no lounges, and no dining rooms.

Food served from huge kettles was dished into dinner pails provided by the steamship company. Because steerage conditions were crowded and uncomfortable, passengers spent as much time as possible up on deck.

The voyage was an ordeal, but it was worth it. They were on their way to America.

Geography Connection:

- Display a map which shows Europe and America. In this way you can point out to students the route and the countries or regions mentioned in the text as you read.
- Use the map key to point out the distance between the U.S. and Europe so students get a sense of the vastness of the Atlantic Ocean.

Features of Non-fiction:

- As you read point out to students that when reading non-fiction it is important to read through the next sentence or two to better understand earlier information given. Example: The passage opens with the phrase “in the years around the turn of the century” and students may not know what this means. The next sentence tells the reader exactly the span of years for the turn of the century – “Between 1880 and 1920...”
- You may want to chart important information or facts as you read, for example, that 23 million immigrants arrived, the countries they came from, etc.

Vocabulary Work:

- You should pause to discuss new vocabulary as you read, “impoverished” “fervent” “compartments” – particularly words that are not explained by context or explicitly defined in the text.
- You should also point out where new words are defined in the text such as the word “steerage.”
- In the last paragraph, the text explains that “the voyage was an ordeal.” See if students can figure out what ordeal means by reviewing descriptions of the journey in earlier paragraphs.

Visualization:

- Since this passage is highly descriptive, you may want to ask students to work in pairs to re-read the text in order to visualize or picture in their minds what life as a steerage passenger may have looked and felt like.
- Students can also identify the key phrases that help them see the conditions under which immigrants sailed to America.

Extension:

- Students can draw scenes that depict the journey and use the key descriptive phrases they found as captions.
- Students can begin an illustrated glossary of new immigration terms.

What Did Children Do During the Long Voyage to America?

The following excerpt (pages 4-5) from **The Cat Who Escaped from Steerage** by Evelyn Wilde Mayerson tells of the ways that children of immigrants passed their time on the long ocean journey. The book can also be read as a book club project by the more able readers in your class. It has recently been re-issued by Houghton Mifflin, Paperback Plus Series.

The children didn't mind steerage, mainly because children never seem to mind anything as much as grown-ups do. .. So, while the grown-ups complained, the children made the best of it. They ran in a gang, little ones following the big ones, most wearing garlic bags around their necks to ward off fever and vampires. Few spoke each other's languages, but it did not matter. If a word was not known, a tug on a shirttail would do. They searched for land with telescopes made from rolled-up newspaper. They played tag through a deck so crowded there was no place to sit. They knocked over chessboards and got tangled in the ropes until the sailors chased them away. Sometimes they scrambled below to the baggage hold, and once, even below that, to the stokehold, where men with shovels heaped coal into fiery furnaces. Once in a while, the gang of children ducked under the chains that blocked the gangways to the upper decks, but they were usually caught and chased below by third-class passengers determined to keep steerage people where they belonged.

Extension Activities:

- Search a variety of sources to find out other ways that children amused themselves during the long voyages to America.
- Ask students what they might have done to pass the long hours of a transatlantic crossing.
- Read about other immigrants' experiences during the voyage to America.
- Find out about conditions for First Class Passengers.

Lesson: Arrival in a New Land

Unit of Study: Immigration

Teaching Point:

- Read non-fiction of a past event written with a narrative style in the present tense. Review time order words, sequence.

Connection:

- To continue to add to student knowledge and background of immigration.
- Use the following excerpt from the Library of Congress book ***Immigrants*** by Martin W. Sandler, pages 30-34 as a shared reading experience.

Text:

As the immigrants first set foot on American soil, their faces revealed the sense of anxiety shared by all strangers in a strange new land. Most cannot speak English and most have heard frightening stories of the ordeal that awaits them at Ellis Island.

The immigrants' fears are justified. Once inside the Ellis Island facility, the newcomers are forced to wait hours, sometimes days, before undergoing both a physical and a verbal examination. They wait knowing that if they fail either test, they will be sent back across the ocean. The physical examination includes an eye test for trachoma, a disease common in southern and eastern Europe. About 2 % of all newcomers fail this or some other test and are forced to return to their homelands.

The verbal examinations are just as difficult, just as terrifying. Uniformed immigration officers, with the aid of interpreters, fire a battery of questions at the newcomers:

"Where did you come from?"

"Where are you headed?"

"Can you read and write?"

"Have you served time in prison?"

"Do you have a job waiting for you?"

Though most of the immigrants pass the test, it is a bewildering experience.

The Ellis Island experience is so bewildering that many immigrants actually lose their names in the process. Often, when the immigrants state their names, the officer writes down what he thinks he hears rather than what is said. When asked their names, many confused newcomers are apt to state the names of their hometowns or their former occupations instead. Some officers, on their own, change European

sounding names like “Valentin” to more American sounding names like “William.” Thousands enter America with their names changed forever.

Finally, for most, the Ellis Island ordeal is over. The immigrants gather on the docks awaiting the ferry boats that will take them across the harbor into New York. Many will journey on to other American cities like Boston, Philadelphia, or Baltimore, but hundreds of thousands will make their new home in New York. As they gaze at the skyline of the world’s largest city, they can only imagine what lies ahead.

- This excerpt explains the process that immigrants went through upon arrival. But it also alludes to the emotions that they experienced as they waited to see if they would be allowed entry to the new land.
- Display photographs of Ellis Island and of immigrants upon arrival at Ellis Island.
- Ask the students how they might feel if they were very new to a situation or place (like their first day in a new school, or new neighborhood). Explain that the newcomers feelings would probably be very similar, with the added stress of not knowing the English language.
- Read the first two paragraphs and ask students to retell the main points in their own words. Note that there are words in this excerpt that signal order or sequence of time also (once, then, often, finally).
- You may need to tell them that trachoma is a highly contagious eye infection and was a major cause of blindness.
- As you read, pause when you get to the phrase “fire a battery of questions” and ask if the students can figure out how the immigrants were being asked the questions. Consider also the difficulty with what appeared to be policemen asking the immigrants questions that they sometimes did not understand or they responded to inappropriately
- Allow students time to think about why the specific questions were asked (paragraph 3). What were the officials looking for? What kinds of people did they want to allow into the U.S.? What kinds of people did they want to leave out?
- Why does the author of this passage use the word “bewildering” to describe the immigrants experience? Ask students to try to define the word by how the experience is described (context).

- (Paragraph 5) Ask students to discuss reasons why some immigrants would choose to stay in New York while others would continue onto other cities.
- In the final paragraph the author signals that the immigrants' story is not over. Point out the phrase "they can only imagine what lies ahead." On pages 34-35 of the book, there is a wonderful double page photograph of immigrants "gazing at the skyline of the world's largest city."
- Ask students to imagine what new experiences the immigrants have in store.
- You may want the students to re-read the text and place specific parts of the process in time order using signal words and bullet points.

Extension Activities:

- Ask students to think about the last names of people they know. How many names reflect an occupation or place name? For example names like, Baker, Taylor, etc.
- Students can research trachoma and other diseases that prevented immigrants from gaining entry to the U.S.
- Students can find out about the history of Ellis Island and how it became the entry point for so many immigrants.
- Students can research Angel Island in California to compare and contrast.
- You can also read and use the actual quotes of immigrants and ask students to imagine what people were thinking and feeling based on their statements.
- Read If Your Name was Changed At Ellis Island.

Lesson: Hopes For a Better Life

Unit of Study: Immigration

Teaching Point:

- To read and complete a three column chart categorizing reasons for immigration.

Connection:

- As part of the unit of study on immigration students will add to their knowledge of reasons for immigration.
- Use the following text from **Arriving at Ellis Island** by Dale Anderson, pages 7-9, as a shared reading experience first and then allow students to read the text on their own to answer the focus question “Why did people leave their homes to come to America?”

Text:

Why did so many millions of people leave their homes?...Some people emigrated to escape religious discrimination...Other groups came to the United States because of wars and civil conflicts.

Whatever they were leaving behind, most people thought that by emigrating, they would find a better life. And no country was more likely to provide that life than the United States of America. The country offered people political and religious freedom, meaning that they could speak and worship as they wanted. It also had principles of equality- at least for the white males – written into its constitution. There were elected officials rather than monarchs running the country, and it was common for ordinary people to own land.

People in Europe also heard about the opportunities that were available for immigrants. Family members and friends who had already come to the United States wrote home, making American life sound very attractive. There was plenty of cheap land to farm. There was work building canals and railroads. There were jobs to be had in the factories of the country's growing cities. All of this led immigrants to believe that the United States would give them a chance to get ahead.

Another factor that helped bring so many immigrants to the United States in the late 1800's was that the trip became easier than in earlier years. Ships powered by steam enabled people to make the ocean crossing in about two weeks rather than the months it had taken previously in sailing ships. Shipping companies wanted to fill their ships so they cut fares. Sometimes they conducted price wars with each other causing the cost of fares to drop to the sum of only a few days' wages. Prices for children were often especially low, which helped families make the move.

- Write the following question on the board or onto chart paper “Why did people leave their homes to come to America?”
- Tell students that you are going to read the first two paragraphs together to answer the question. After you read the first paragraph explain the difference between the words “emigrate” and “immigrate.”
- Discuss what is meant by the terms political, economic and religious reasons to emigrate. References to the constitution should also be explained.
- Create a chart titled **Reasons For Immigration** with three sections. Each section is subtitled Political – Religious – and Economic. You can model for the students by filling in some political and religious reasons. (You can add to this chart later from other readings and sources.)
- The text contains many specific economic reasons for immigration. Once you’ve read the entire first paragraph you can direct the students to read the rest on their own and make note of all the economic reasons for immigration that are mentioned. They can list these reasons onto their own charts.
- After students have been given some time to read and complete their charts, you can ask them (as a group) to identify what they think are the 3 most important reasons for immigration. Students should be able and ready to discuss and defend their choices.
- Each group can present their top 3 choices to the class and a class recorder can tally the reasons to discover which reasons were chosen by most students.
- As students move further into the unit and gain more insight and information, they can reconsider their choices and add/change their lists.

Extension Activities:

- Add new words learned to the immigration glossary. New words can be illustrated.
- Find out more about the difference between traveling by sailing ship versus steamship.
- Allow students to use available classroom resources to find other reasons for immigration to add to their lists.

- If students are recent immigrants, they can interview family members to discover reasons for immigration in recent times.
- Ask students to find out more about the Constitution – who really had rights? Who did not?
- List characteristics of a monarchy versus characteristics of a democracy.

Source: Arriving at Ellis Island: Landmark Events in American History, World Almanac Library

Lesson: Hopes For a Better Life

Unit of Study: Immigration

Focus Question 2:

- Why do people leave their homes to come to America today?

Teaching Points:

- Students will infer the reasons why people left their native country for America.
- Students will use a T-chart to note their inferences and evidence from text to support their inferences

Materials:

- Transparency of Waves of Immigration from lesson 1
- Transparencies of oral histories from immigrants explaining why they came to America
- Template of a T-chart
- Copy of the book, ***How Many Days to America? A Thanksgiving Story*** by Eve Bunting.

Mini-lesson:

- Activate prior knowledge with a quick review of the earlier lesson, “What is an immigrant?”
- Introduce the book ***How Many Days to America? A Thanksgiving Story*** by Eve Bunting. Elicit a text-to-self connection of taking a journey and wondering how long it will take.
- Read aloud picture book, Ask the students to infer why it is called a “Thanksgiving Story?” How does it relate to the usual Thanksgiving story?
- Ask students if they can identify where and when the story takes place. Elicit from the students that it does not give a specific date but it is more modern than the Pilgrims who are usually associated with Thanksgiving. Help children note that no country is specified but see if they can infer that it must be a place near water and the place where they landed could be Florida or California because of the palm trees.
- Ask the students to infer what they think are the reasons the family in this story left its country. Ask them what details in the story support their inferences.
- Have the students fill in a chart with their inferences and evidence from text. Use long chart paper, wipe-off board or similar.

<i>Inference</i>	<i>Textual Evidence</i>
The family is afraid of the army/government.	Right after the soldiers visit, the family decides to leave the country.

- Ask children why the family would be afraid of the soldiers. See if they can infer what form of government would cause this fear. Ask them to analyze whether our form of government (i.e. a democracy) would cause a similar reaction.
- Review the waves of immigration depicted in the transparency presented in the introductory lesson.
 - Direct the children's focus to the flow of immigration that occurred at the beginning of the 20th Century.
 - Using a transparency of the typed transcript of an oral history of an immigrant who entered the USA through Ellis Island, conduct Shared readings of the pieces.
 - As each piece is read, the class will analyze and compare and contrast reasons for earlier immigration to contemporary immigration.

Working in Pairs:

- Each pair or group will read another immigrant's history that contains the reasons they came to America.
- As they finish reading and discussing, they can work collaboratively to complete the T-chart.

Differentiate Instruction:

- For students who grasp the material easily or those who finish early, have the students make a political cartoon, illustrating of one of the scenarios about some of the reasons immigrants left their native countries.

Share/Closure:

- The students can orally present or defend their T-charts.

Extension & Follow-up:

- Ask students to imagine what immigration might look like in 200 years. Why?

Ellis Island – What's In a Name?



Main Building circa 1892

Source: www.ellisland.org

Before the arrival of Europeans, the Mohegan Indians called Ellis Island **Kioshk**, or **Gull Island**. Then the Dutch West India Company purchased Gull Island from the Mohegans and named it **Little Oyster Island**. It was used mainly for harvesting oysters, which were abundant. By the time the English took over New Amsterdam and renamed it New York in the 1660's, the island was still just a place to gather oysters.

Captain William Dyre was the first private owner of the island, he was also an early mayor of New York. In 1686 **Dyre's Island** was sold to Thomas and Patience Lloyd and it became known as **Lloyd's Island**. Then Lloyd's Island became known as **Bucking Island**. Then on November 18, 1774, Samuel Ellis purchased the island.

In 1765, the notorious pirate Anderson was hanged on the island and it was sometimes known as **Anderson's Island** or **Gibbets Island** (because gibbets was an old term for gallows). Other pirates were also hanged on the island.

Mr. Ellis used the island as a tavern for fishermen. Mr. Ellis tried to sell the island but no one would buy it. When Samuel Ellis died, the island went to his daughter. Then in 1808, the U.S. Government bought the island for \$ 10, 183.10 and called it **Fort Gibson**.

In the meantime, immigrants were being processed at Castle Garden located on the western tip of Manhattan Island. This station was not large enough to handle increasingly larger numbers of immigrants. It was not well organized or supervised.

In 1889 the U.S. government gained sole control of immigration and in April 1890 President Benjamin Harrison approved the use of **Ellis Island** as the site of the new federal immigration receiving station.

Source: Ellis Island: Gateway of Hope by John Burdick, TODTRI Press

Ellis Island: The Interview

All immigrants had to sit through an interview as part of the entrance process at Ellis Island. The following are questions that officials asked each immigrant.

Sample questions:

1. What is your name?
2. What area are you arriving from?
3. Who paid your fare?
4. Have you ever been hospitalized for insanity?
5. Have you ever been imprisoned?
6. Are you an anarchist?
7. Are you in possession of at least \$50?
8. What city are you traveling to?
9. Do you have a ticket to this city?
10. Do you have a job waiting for you?

In Their Own Words

“Farewell to old Ireland,
the land of my childhood,
Which now and forever I am
going to leave...
I’m bound to cross o’er that
wide swelling ocean
In search of fame, fortune and
sweet liberty”
From Song, “The Emigrant’s Farewell”

“I can remember only the hustle and bustle of those last days in Pinsk, the farewells from the family, the embraces and the tears. Going to America then was almost like going to the moon.” *Golda Meir*

Many immigrants had brought on board balls of yarn, leaving one end of the line with someone on land. As the ship slowly cleared the dock, the balls unwound amid the farewell shouts of the women, the fluttering of the handkerchiefs, and the infants held high. After the yarn ran out, the long strips remained airborne, sustained by the wind, long after those on land and those at sea had lost sight of each other. *Luciano De Crescenzo, “The Ball of Yarn”*

“He asked me a lot of silly questions. You know what I mean? About America, if I knew all about America. Well, I didn’t know anything about America.” *Florence Norris, English Immigrant*

“Why should I fear the fires of hell? I have been through Ellis Island.” *Written on a wall at Ellis Island*

Suggested Activities:

- Students can write messages on long strips of paper to simulate the strings of yarn. What kinds of messages would the immigrants have written to those or the lands they were leaving behind?
- Why does Golda Meir say that going to America was almost like going to the moon?
- Students can write their own stanzas of “The Immigrant’s Farewell.”

Source: Quotes from **Immigrants**, A Library of Congress Book

“My first impression of the new world will always remain etched in my memory, particularly that hazy October morning when I first saw Ellis Island... My mother, my stepfather, my brother... and my two sisters...all of us together...clustered on the foredeck for fear of separation and looked with wonder on this miraculous land of our dreams. Passengers all around us were crowding against the rail. Jabbered conversation, sharp cries, laughs and cheers – a steadily rising din filled the air. Mothers and fathers lifted up the babies so they too could see, off to the left, the Statue of Liberty...looming shadowy through the mist, it brought silence to the deck of the *Florida*. This symbol of America, this enormous expression of what we had all been taught was the inner meaning of this new country we were coming to – inspired awe in the hopeful immigrants.” *Italian immigrant Edward Corsi, 1907 [In the Shadow of Liberty, 1935].*

“There was absolutely no chance for the common man to get ahead [in Europe]. You just lived, and you finally died... We’d have meat about once a year...Once in a while, Mother would buy one of those short bolognas, cut it up, put it in the soup, and everybody would get a little piece. I used to think, ‘If only I could get enough of that to fill my stomach.’” *Charles Bartunek (Czech immigrant, 1914)*

“We went by train from Aleppo to Bierut. Then in Beirut we took a boat to Egypt, and went on to Naples, Italy. We stayed on the boat overnight in Naples...After that, we went to Milan and stayed there about three weeks in hotels. I forget why. Then we went to Paris, and then Le Havre, then straight over here.” *Helen Saban, Syrian immigrant, 1920*

“The open deck space reserved for steerage passengers is usually very limited, and situated in the worst part of the ship subject to the most violent motion, to the dirt from the stacks and the odors from the hold and galleys... The only provisions for eating are frequently shelves or benches along the sides or in the passages of the sleeping compartments. Dining rooms are rare...Toilets and washrooms are completely inadequate.” *U.S. immigration commissioner writing to President William Taft, 1911*

“When we arrived...the first class passengers were asked to leave the ship. The second-class passengers followed. Then the announcement went around – all third class passengers were please to remain on board overnight....[The next morning a ferry] would come to take us over to Ellis Island. And so there was this slight feeling among many of us that, ‘Isn’t it strange that here we are coming to a country where there is complete equality, but not quite so for the newly arrived immigrants?’” *Hans Bergner, 1924*

Source: From Arriving at Ellis Island. Landmark Events in American History. World Almanac Library

Lesson: The New Colossus**Unit of Study:** Immigration

This poem by Emma Lazarus appears on the base of the Statue of Liberty

*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”*

- Use this poem after a read-aloud of a book about the Statue of Liberty. You may want to number the lines if you choose to read the entire poem with the students. (You might also opt to simply use the most famous lines – the last six.)
- Ask students if they know why the poem is titled “The New Colossus.” Ask if anyone knows or has heard of the old Colossus. Chances are that students will not be familiar with this allusion so you may want to tell them about the Colossus of Rhodes – the giant statue that stood in the harbor of the island of Rhodes during ancient Greek times.
- The poet contrasts the Statue of Liberty and the Colossus of Rhodes. Why does she do this?
- Why does the poet feel the Statue of Liberty is a “new” symbol?
- Why does the poet say the statue’s name is ‘Mother of Exiles’?
- Ask students why they think the poet decided to let the statue speak. How does this affect the way the poem is heard? Felt?
- Allow students to hear the poem straight through first and then let the students paraphrase key sections in their own words.

Extension Activities:

- Write a new poem for the Statue of Liberty.
- Design a new symbol for New York Harbor.
- Research the making and transporting of the statue from France to America.
- Create small scale models of the statue and the island.
- Find out more about Emma Lazarus.
- Research the Colossus of Rhodes and the other Seven Wonders of the Ancient World.
- Create a picture book of student choices for seven wonders of the modern world.

Lesson: The Statue of Liberty**Unit of Study:** Immigration

Possible Read Aloud books:

Looking at Liberty by Harvey Stevenson

Beautiful paintings and poetic text tell the story of the Statue of Liberty. Juxtaposed with the story of a small child's wonder about the statue in the present are italicized facts that take the reader back to the past when the statue was built.

Liberty by Lynn Curlee

More text and information make this a great and complete resource, though it does contain too much information for use in one lesson. The book also has a simplified map of New York City as well as the words to Emma Lazarus' poem. This writer and illustrator has also written a book about the Seven Wonders of the Ancient World.

Liberty! By Alan Drummond

Cartoon-like drawings tell the story of a young boy asked to assist the sculptor of the statue (as if you were there).

The Statue of Liberty. First Facts by Marc Tyler Nobleman

An easy to read first book that tells the story of the statue. It includes a simple timeline, glossary, as well as an engaging activity for measuring the size of the statue using yarn.

Extension Activities:

- Read several books to the class and then allow students to re-read for enjoyment or for closer examination of text, pictures, well-crafted writing, etc.
- Students can create their own drawings of the statue.
- There are many text passages in *Liberty* by Lynn Curlee that provide great opportunities for additional teaching and shared reading experiences. The beginning of the story is ideal for reading and exploring descriptive language,

"Made of iron and copper, she once gleamed reddish-brown like a new penny, but decades of sun, wind, rain and ice have turned her surface a flat, streaky pale green – the rich patina that copper acquires over time."

- A class trip to the Statue of Liberty

Lesson: Myth vs. Reality**Unit of Study/Theme:** Immigration**Focus Question:**

- For most immigrants, how did the “myth” of America compare to the “reality” of America?

Teaching Points:

- Students will analyze and evaluate oral histories of life in the tenements for various cultural groups in NYC circa 1880-1919
- Students will make inferences about how immigrants envisioned life in America and the reality of life for them in NYC.
- Students will draw conclusions and make judgments about the “Fulfillment of the American Dream” for these immigrants.

Materials/Resources/Readings:

- Three (3) text selections from “Shutting Out the Sky”, Life in the Tenements of New York 1880-1919 by Deborah Hopkinson
- Large Inference chart and 8x11 copies for students (attached template)
- Five (5) similar immigrant experiences divided into three parts.

Mini-lesson:

- By reviewing the work of previous lessons, the teacher will activate the students’ prior knowledge concerning the reasons why people came to the USA.
- Read aloud text selection 1 from the book, “Shutting Out the Sky”, Life in the Tenements of New York 1880-1924 by Deborah Hopkinson (3 text selections attached).
- Display a large model of the inference chart “What Does It Say? What Does It Mean?” The teacher will model the first example.

<i>What Does It Say?</i>	<i>What Does It Mean? (Inference)</i>
Marcus got the family to sell their cow so he could travel to America.	From this text, I believe that Marcus was clever, persuasive, adventurous and a risk-taker.

- Read aloud text selection 2 and, in pairs, have the students complete the second example on the inference chart to assess their comprehension of the text.
- From the inferences made about this immigrant, have the students draw their own conclusions if Marcus’ myth became a reality. Then, read aloud text selection 3 to confirm or negate these conclusions.

Student Exploration/Practice:

- Students will work in small groups.
- Each group will be given copies of the inference chart and a copy of one of the five additional histories.
- Students will follow the same procedure as the teacher modeled. Read Part 1 of the immigrant's history, discuss it within the group, and write what information was learned and what can be inferred.
- Repeat the procedure with Part 2 of the history.
- Before students read Part 3, they will draw conclusions from their inferences about what they believe actually happened to the immigrant.

Differentiate Instruction:

- For a more challenging task, students can be directed to the www.ellisland.org website to research their immigrant and see if they are on a ship's manifest and print the debarkation card.

Share/Closure:

- Students will share conclusions as to the reality of their immigrant's experience. Then, they will receive the third page of their immigrant's history. They will check to see whether this new information confirms or negates their conclusion.

Assessment:

- The students will write journal entries of their immigrant's experience based on the information they have been given and the inferences made about the person. This will include leaving their home, their journey and their experience in NYC. This project can be assessed using a writing rubric.

Extension & Follow-up:

- The students can turn their journal entries into a picture book (being careful to select appropriate text and pictures.)

Lesson: Family Life Following Immigration

Unit of Study/Theme: Immigration

Focus Question: What effects did immigration have on family life?

Teaching Points:

- Students will examine the causes and effects that resulted in changes in the family life of newly arrived immigrants.
- Students will make inferences about the lives of families in their native countries and how it changed after they immigrated to NYC.
- Students will analyze and interpret the information gathered and draw conclusions about the changes in family life.

Materials/Resources/Readings:

- Book: We Were There, Too: Young People in U.S. History by Phillip Hoose
- Cause-Effect-Inference Template (included)
- Tenement Museum trip and website www.ellisland.org

Mini-lesson:

- By reviewing the work of previous lessons, the teacher will activate the students' prior knowledge of the daily life of newly arrived immigrants in NYC.
- Read Aloud of the piece titled "Rose Cohen: First Day in a Sweatshop" (pp.165-168) from the book We Were There, Too: Young People in U.S. History by Phillip Hoose.
- The teacher will read the first portion of the text that illustrates the changes to family life. Teacher models charting for the students (template attached).

<i>Cause</i>	<i>Effect</i>
Families could not afford to come to America together.	Families were split apart for long periods of time.

- The teacher will read a second section and the students will complete a second example on the chart.

Student Exploration/Practice:

- The class will be divided into small groups.
- Each group will receive a piece similar to the one used in the mini-lesson and they will complete the chart.
- Upon completion of the chart, the students will write a persuasive essay on the topic, "Were the social effects on the family, as a result of immigration, positive or negative?"

Differentiate Instruction:

- For a more challenging task, students can go www.ellisland.org and trace the history of a family and the dates on which the various members of the family came to this country. They can construct a timeline of the family's immigration to this country.

Share/Closure:

- Students will debate the question using their persuasive essays to present their viewpoints.

Assessment:

- A writing rubric can be used to assess the students' persuasive essays.

Extension & Follow-up:

- The class can take a trip to the Tenement Museum to view the actual living conditions of the immigrants in NYC circa 1880-1919. Students can research a family represented in the museum and create a family tree.

Lesson: Immigrant Contributions

Unit of Study/Theme: Immigration

Essential Question: What does it mean to be an American?

Focus Question:

How have the contributions of immigrants impacted American culture?

(Note: This is a series of lessons that may be completed over several days)

Students will learn about the Italian-American artist Joseph Stella (1877-1946) who immigrated to the United States from Italy when he was 19 years old. Stella is representative of immigrants arriving in New York City at the turn of the century. He searched to find his place in the United States, holding firmly to the traditions of his native land while embracing a dynamic new world. His paintings reflect this and his cityscapes gave the American public a new way to see the urban environment.

Teaching Points:

- Students will understand that *point of view* may be used literally, as well as figuratively when discussing literature and art.
- Students will analyze images and descriptions of the Brooklyn Bridge.
- Students will understand that Joseph Stella- from an immigrant's perspective- gave us a new way to look at the city (Brooklyn Bridge will be used as an example.
- Students will learn that artists often write about their impressions and about their own work.

Materials/Resources/Readings

- *The Inside-Outside Book of New York City* by Roxie Munro
- Photographs of the Brooklyn Bridge by Walker Evans, Alfred Eisenstaedt, Harold Roth (create transparencies)
- Poetry: *Brooklyn Bridge* by Charlotte Zolotow and highlighted excerpt of *Brooklyn Bridge: Nightfall* by D.B. Steinman (transparencies to be used as shared reading)
- Reproductions of the following artwork by Joseph Stella: *Brooklyn Bridge, Variation on an Old Theme Battle of Lights, Coney Island*
- Reproductions of paintings of the Brooklyn Bridge by: John Marin, Georgia O'Keeffe, Childe Hassam

- Copies of Joseph Stella's *Life Notes*
- Copies of three writers' descriptions of the Brooklyn Bridge
- Chart paper for large graphic organizer and 10 copies of a blank graphic organizer on 8½ X 11 inch paper

Mini-Lesson:

- Review the term *point of view*. Where have you heard this expression? What does it mean? Demonstrate that depending upon where we stand, we see different views. Show **one or two** selections from The Inside-Outside Book of New York City by Roxie Munro and discuss where the artist may have been standing to capture each image. What seems to be important to her?
- Students begin to fill in the graphic organizer. During the mini-lesson they continue to fill it in as a group.

Work of Art or Literature	Artist/Writer Point of View	What's Important to the Artist/Writer
------------------------------	--------------------------------	--

- Explain to students that they will be looking at several different images and texts about one special part of the city. They will be discussing the artists' and writers' points of view of this particular area.
- Briefly display a photograph of the Brooklyn Bridge by Walker Evans. Ask students if they can identify the image; ask if anyone has traveled over the bridge. Have students determine where Walker Evans was standing when the picture was taken and what aspect of the bridge most interested him. Repeat with photographs of the Brooklyn Bridge by Alfred Eisenstaedt and Harold Roth. Add student responses to chart.
- Explain to students that writers too have points of view and particular interests on which they focus. Students do a shared reading using a transparency of the poem *Brooklyn Bridge* by Charlotte Zolotow. To what is the bridge being compared? Zolotow seems to be interested in which part of the bridge?
- Do a shared reading of the last stanza of D.B. Steinman's poem *Brooklyn Bridge: Nightfall*. (Note: show the poem in its entirety with the last stanza highlighted.) Again, to what is the bridge being compared? Read carefully to determine what the poet's focus is in the last stanza; is it the bridge or is it the surroundings?

- Tell students that because we are learning about immigration in the United States, they are going to look at art work by one immigrant, Joseph Stella. He gave us his own special way of looking at the Brooklyn Bridge and other parts of New York City. We also are going to read what he said about the city.

Student Work:

- Determine that students understand concept; artists and writers create from a particular point of view and have a certain focus or interest. Make sure that students understand the literal and the figurative use of the term *point of view*.
- Working in groups of 3 or 4, students look at the image *Brooklyn Bridge, Variation on an Old Theme* (in the collection of the Whitney Museum of American Art, New York City). They are directed to discuss where the artist may have stood in order to do the painting, where he wants us to feel we are as we view the work, and what seems to be Stella's particular interest.
- Each group receives a smaller version of the graphic organizer to complete with the results of their discussion.
- One student reads two short quotations by Joseph Stella as the other students look at his artwork. They discuss what impressed him about New York City.
- Students revisit their chart; do the quotations give them more to add?

Eventually they will be responsible for completing the last section of the graphic organizer where room has been left for at least 5 different responses.

Share:

- Students share their contributions to the chart and come to a consensus as they answer the question: *How did Joseph Stella give us a new way to look at the Brooklyn Bridge?*

Differentiated Learning:

- Students look at other artists' interpretations of the Brooklyn Bridge and extend the graphic organizer to include artists' medium, palette, style, and use of light and dark.

- Students look at another painting by Joseph Stella *Battle of Lights, Coney Island, Mardi Gras* (Yale University Art Gallery, New Haven, Connecticut). Stella wrote about this work as well. Students:
 - discuss this work in terms of Stella's own remarks
 - write what both images tell them about Joseph Stella's vision of the city
- Students read Ric Burns' and Ellen M. Snyder-Grenier's descriptions of the Brooklyn Bridge to:
 - compare how each author described the towers of the Brooklyn Bridge
 - explore how each author made the bridge seem special
 - discover what each author thought was important about the bridge
- Students read Thomas Kinsella's description of the bridge in the Brooklyn Daily Eagle to:
 - determine when it was written (before or after bridge was completed)
 - find out how his description differs from those of Burns and Snyder-Grenier

Extensions and Follow-ups:

- Students create their own interpretations of the same area of their neighborhood (either by looking out classroom window or by sketching outside of the building). Note down their thoughts as Stella did. Their discussion centers on students' different points of view and the effect of an artist writing down his/her impressions.
- Students read to Joseph Stella's *Life Notes* to:
 - learn the highlights in the artist's career up until the 1920's (when the artist was in his mid-40's) *as he perceived them*
 - understand how the artist viewed himself in the context of the modern art scene
 - note the stance the artist takes; the voice of the piece
- Students create their own Life Notes in the same voice
- Using Venn Diagrams, students working in small groups compare and contrast Walker Evans' and Joseph Stella's image of the Brooklyn Bridge. They decide which image they would show a newly arrived immigrant as the best representation of the bridge.

Assessment:

- Working in pairs, students will sketch or write about a particular object or event and compare their points of view. They will share their work and their findings with the class.

Resources and Readings:**I. Graphic Organizer** (*with sample responses*)

Work of Art	Artist/Writer Point of View	What's Important to the Artist/Writer
<u>The Inside-Outside Book</u> of New York City <i>By Roxie Munro</i>	Artist places herself either outside looking in or inside looking out.	Roxie Munro is interested in the details of the city and in giving the reader broad views.
<u>Brooklyn Bridge</u> by Charlotte Zolotow	The bridge is being compared to a harp with a necklace.	Zolotow is concentrating on the lights on the curved girders of the bridge.
Last stanza of <i>Brooklyn Bridge: Nightfall</i> By D.B. Steinman	The bridge is being compared to a poem stretching across the waters.	Steinman is interested in the city lights that can be seen from the bridge.
<i>Brooklyn Bridge: Theme on an Old Variation</i> by Joseph Stella	The artist seems to be standing on the walkway of the bridge, looking straight ahead.	Stella is interested in the lights of the bridge and the city; energy as the lights bounce around.

II. Poetry Selections

BROOKLYN BRIDGE: NIGHTFALL

By D. B. Steinman

*(Steinman and his firm were in charge of the major rehabilitation
of the Brooklyn Bridge in the mid 1900s.)*

Against the city's gleaming spires,
Above the ships that ply the stream,
A bridge of haunting beauty stands –
Fulfillment of an artist's dream.

From deep beneath the tidal flow
Two granite towers proudly rise
To hold the pendent span aloft –
A harp against the sunset skies.

Each pylon frames, between its shafts,
Twin Gothic portals pierced with blue
And crowned with magic laced design
Of lines and curves that Euclid knew.

The silver strands that form the net
Are beaded with the stars of night
Lie jewelled dewdrops that adorn
A spiderweb in morning light.

Between the towers reaching high
A cradle for the stars is swung;
And from this soaring cable curve
A latticework of steel is hung.

Around the bridge in afterglow
The city's lights like fireflies gleam,
And eyes look up to see the span –
A poem stretched across the stream

Brooklyn Bridge

Glittering bridge
curved like a harp
with your necklace of sparkling lights,
how you shine through the dark
of these silent summer nights. -Charlotte Zolotow

III. Three Writers' Descriptions of the Brooklyn Bridge

I.

Slowly, the gaunt stone towers rose above the harbor – bringing an entirely new scale to the two cities. Rising above the rooftops like visitors from another planet, the 120-million-pound structures were the most massive man-made objects on the North American continent.

From ***New York an Illustrated History*** by
Ric Burns and James Sanders with Lisa Ades
(Alfred A. Knopf, New York, 2003) p. 171

II.

It was the longest suspension bridge in the world. It was also huge; its towers dwarfed the Manhattan and Brooklyn skylines...The bridge also symbolized the country at a moment when it was becoming more modern, industrial, and urban.

From an essay by Ellen M. Snyder-Grenier in
Frames of Reference, Looking at American Art, 1900-1950 edited by Beth Venn and Adam Weinberg
(Whitney Museum of American Art, New York, 1999) p.117

III.

When the perfected East River Bridge shall permanently and uninterruptedly connect the two cities, the daily thousand who cross it will consider it a sort of natural and inevitable phenomenon, such as the rising and setting of the sun.

Thomas Kinsella from the Brooklyn Daily Eagle
From ***New York an Illustrated History*** by
Ric Burns and James Sanders with Lisa Ades
(Alfred A. Knopf, New York, 2003) p. 181

IV. Two Paintings by Joseph Stella with Artist's Commentary



<http://bertc.com/subone/stella.htm>

Joseph Stella
The Brooklyn Bridge: Variation on an Old Theme
1939
The Whitney Museum of American Art

I was thrilled to find America so rich with
so many new motives to be translated into
a new art...steel and electricity had created
a new world.

•

Brooklyn Bridge had become an ever growing obsession ever since I had come to
America...it impressed me as the shrine containing all the efforts of the new
civilization of AMERICA.



<http://xroads.virginia.edu/~MUSEUM/Armory/stella.html>

Joseph Stella
Battle of Lights, Coney Island, Mardi Gras
1914
Yale University Art Gallery

And then one night I went on a bus ride to Coney Island...that incident was what started me on the road to success. Arriving at the island I was instantly struck by the dazzling array of lights...I was struck by the thought that here was what I had been unconsciously seeking...

V. Joseph Stella's *Life Notes* (c. 1921 – 1925)

Born in Italy (South, Muro Lucano) forty five years ago. Classical education and at 17 in America. A great bent for the graphic arts since childhood. Scarcely any academic training – mostly a persistent direct drawing from life in the parks, on the elevated trains, in the public libraries...One year in the life class of the New York School of Art...First exhibition at the Art Student's League – *Head of an Old Man* – and contribution of drawings to the *Outlook*, *Everybody's Magazine*, *Century*, etc. Working in Pittsburgh for the *Survey* in 1908. Result – scores of drawings of the steel mills and working men published by the *Survey* and exhibited in Pittsburgh, New York, Chicago – then in Italy and France for five years. Three paintings in famous Armory Show in 1913 and a few months after one man show at the Italian Club which attracted great attention and drew large praises from the press. One year after a big canvas entitled *Coney Island* – Mardi Gras: Battle of Lights canvas which exhibited all over the United States with all the first modern paintings. Made the name of the artist known here and abroad – Since then three one man shows and innumerable contributions to the most important shows in this country. Among the pictures which had the greatest success, mostly all large canvases....*The Brooklyn Bridge*...

From *Joseph Stella* by Barbara Haskell (Whitney Museum of American Art, 1994)

VI. Photographs and Painting of the Brooklyn Bridge

Images may be found on accompanying websites.



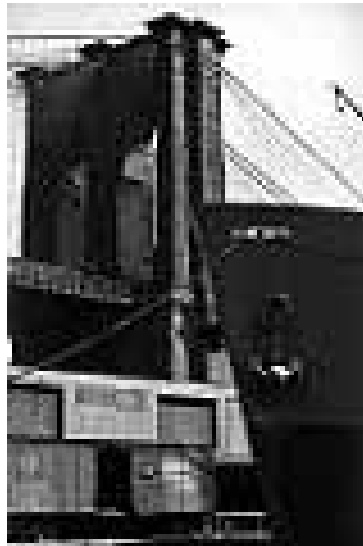
<http://www.eakinspress.com/books/webrooklynbridge.html>

Walker Evans
The Brooklyn Bridge
Walker Evans Archives
The Metropolitan Museum of Art



<http://www.afterimagegallery.com/brooklyneisen1.htm>

Alfred Eisenstaedt



<http://www.afterimagegallery.com/brooklynroth.htm>

Harold Roth



http://www.metmuseum.org/Works_of_Art/viewOne.asp?dep=21&viewMode=0&item=49%2E70%2E105

John Marin
Brooklyn Bridge
Metropolitan Museum of Art



<http://www.jimloy.com/arts/hassam17.jpg>

Childe Hassam
A Winter Day on Brooklyn Bridge
Berry-Hill Galleries



<http://images.google.com/images?q=o'keeffe%20%2B%20brooklyn%20bridge&hl=en&lr=&sa=N&tab=wi>

Georgia O'Keeffe
Brooklyn Bridge
Brooklyn Museum

SUGGESTED FINAL PROJECT: INTERVIEW

By the end of this unit of study the student may complete the following multi-genre project: The student will interview an immigrant (can be a class member, family member, neighbor etc.)

- Students will develop interview questions.
- Students will research the country of the immigrant's origin.
- Student will prepare a report utilizing information from the interview
- Student will prepare a report utilizing information from the interview.
- Students can videotape or tape record the interview.
- Student can create a power-point presentation based on the interview.
- Students can write a thank you letter or card to the person they interviewed.
- Students can design a videotape cover for their interview.



SUGGESTED FINAL PROJECT: IMMIGRANT JOURNEY BOARD GAME

By the end of this unit of study the student will complete the following multi-genre project: Immigrant Board Game.

- Students will research various groups of immigrants, the journey, arrival and settlement in the U.S.
- Students will then create a board game that displays knowledge learned.
- Students will design game board, game pieces, cards, strategy, rules, etc.

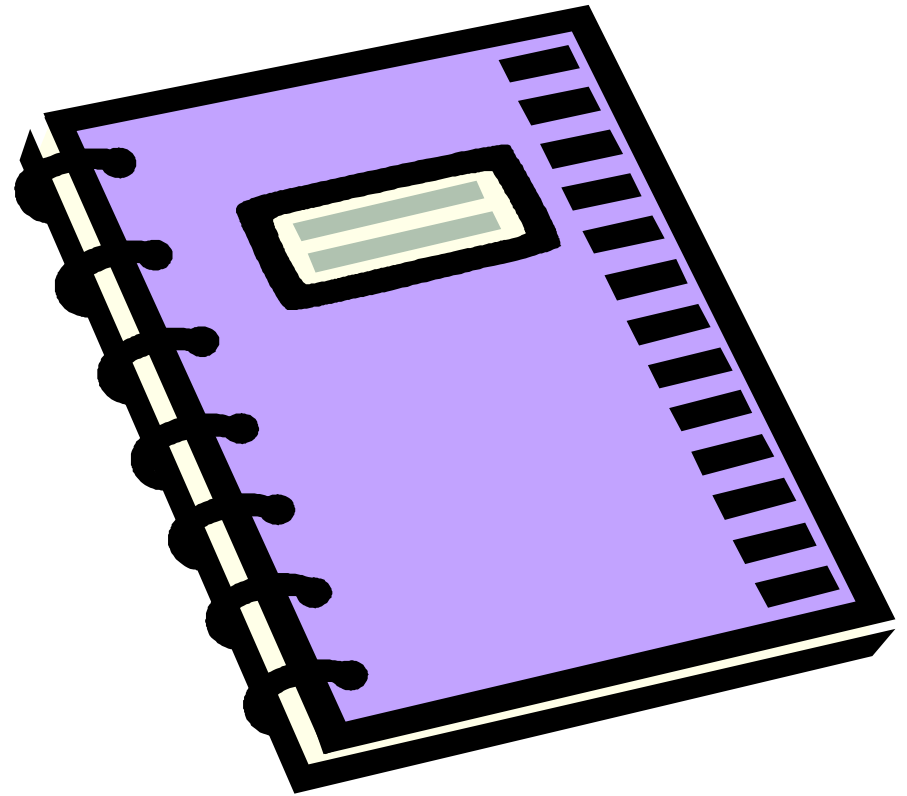
To help students with the development of the board game, allow them to study the organization and structure of popular games like Monopoly, Life, and Clue, etc.



SUGGESTED FINAL PROJECT: POETRY ANTHOLOGY

By the end of this unit students may complete a series of journal entries and/or poems reflecting the immigrant experience.

Students will compile the journal entries and poems in an anthology. The anthology can also be illustrated.



SUGGESTED FINAL PROJECT: WELCOME TO NEW YORK CITY!

By the end of this unit of study each student will design an Immigrant Survival Guide.

The U.S. Government provides a Guide for New Immigrants in the United States. In the guide new immigrants can find helpful information like How To Find a Place To Live, How To Get a Job, How to Pay Your Taxes, etc.

Create a similar guide for immigrants to New York City between 1840-1920

- What do you think would be important for the new immigrants to know?
- List the 5 most important categories or questions and let the categories serve as a structure for the guide you will create for the new immigrants. Call it the Guide for New Immigrants to New York City or What Every New Immigrant Needs to Know About New York City, or think of your own title.

Things to include:

- The guide should provide answers to questions you think new immigrants would have
- The guide should provide resources or places to go for help in various situations
- The guide should consider needs of families
- This guide should warn new immigrants of things for which they need to be careful



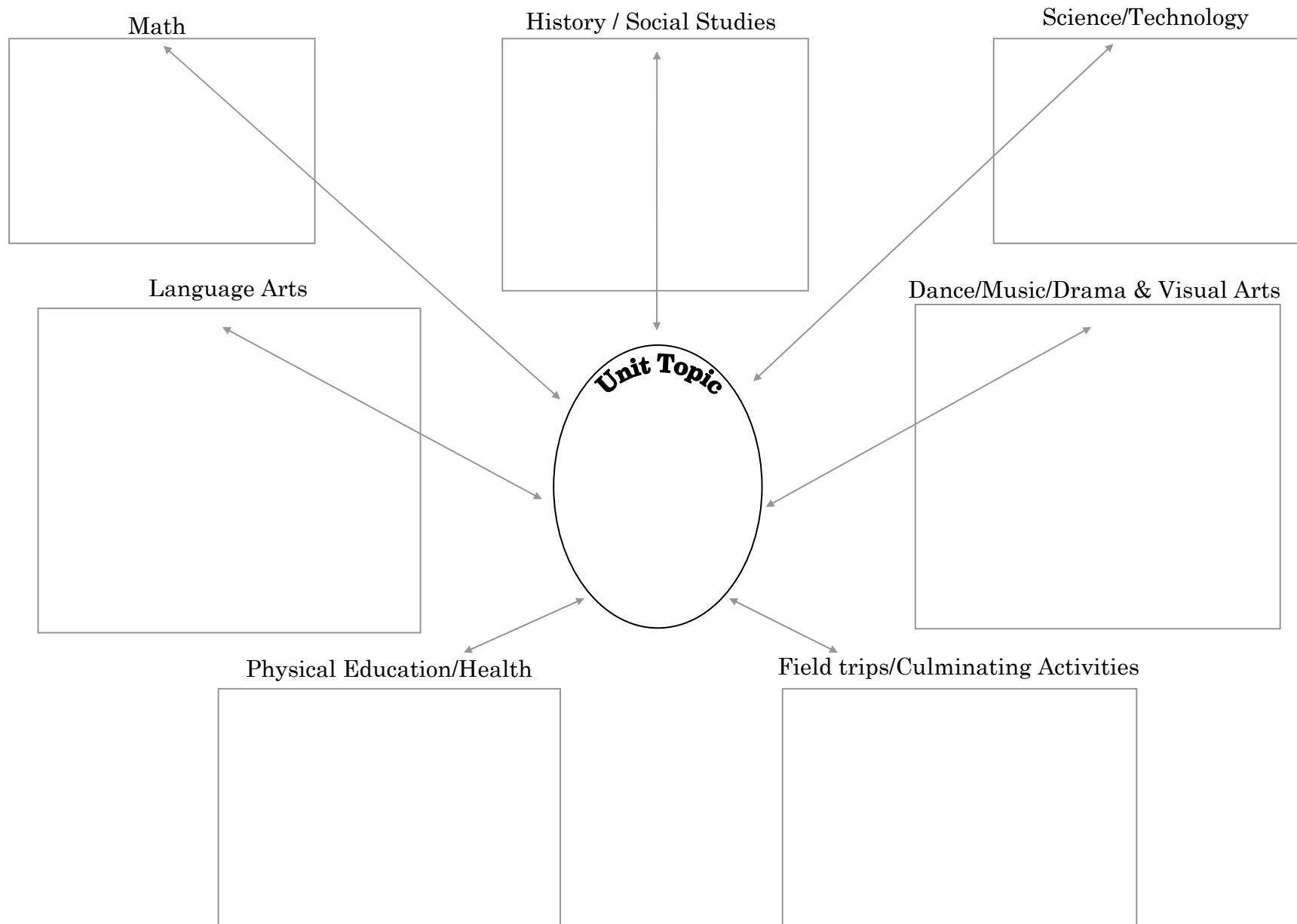
LEARNING AND PERFORMANCE STANDARDS

New York State Social Studies Learning Standards	NYC New Performance Standards in ELA	Sample list of strategies that Social Studies and ELA have in common. Check all that apply and add new strategies below
<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input checked="" type="checkbox"/> History of the United States and New York State</p> <p><input type="checkbox"/> World History</p> <p><input type="checkbox"/> Geography</p> <p><input type="checkbox"/> Economics</p> <p><input type="checkbox"/> Civics, Citizenship, and Government</p> <hr/> <p>What <i>specific</i> social studies content will this unit focus on?</p> <p>Immigration</p>	<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input checked="" type="checkbox"/> E-1: Reading</p> <p><input checked="" type="checkbox"/> E-2: Writing</p> <p><input type="checkbox"/> E-3: Speaking, Listening, and Viewing</p> <p><input type="checkbox"/> E-4: Conventions, Grammar, and Usage for the English Language</p> <p><input type="checkbox"/> E-5: Literature</p> <p><input type="checkbox"/> E-6: Public Document</p> <p><input type="checkbox"/> E-7: Functional Documents</p> <hr/> <p>What <i>specific</i> literacy skills will this unit focus on?</p> <p>Reading nonfiction, note-taking, and journal writing (authentic diary).</p>	<p><input type="checkbox"/> Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, and oral and written presentations.</p> <p><input type="checkbox"/> Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.</p> <p><input type="checkbox"/> Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.</p> <p><input type="checkbox"/> Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.</p> <p><input type="checkbox"/> Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.</p> <p><input type="checkbox"/> Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.</p> <p><input type="checkbox"/> Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries, and journals.</p> <p><input type="checkbox"/> Gather and interpret information from reference books, magazines, textbooks, Web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources such as charts, graphs, maps, and diagrams.</p> <p><input type="checkbox"/> Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.</p> <p><input type="checkbox"/> Select and use strategies that have been taught for note-taking, organizing, and categorizing information.</p> <p><input type="checkbox"/> Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.</p> <hr/> <p>What <i>specific</i> social studies strategies will this unit focus on?</p> <p>Use research through fiction/nonfiction texts and primary sources to write a journal that is based on real events and/or problems from colonial New York, and present a problem-solution that is based on historically accurate events and facts.</p>

TEMPLATES/ RESOURCES



BRAINSTORM WEB TEMPLATE



ESSENTIAL QUESTION TEMPLATE

<i>Essential Question</i>

|
Focus Questions
↓

<ul style="list-style-type: none"> • • • •
--



Student Outcomes		
Think about what you want the student to know and be able to do by the end of this unit.		
Content	Process	Skills
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •
<i>Possible student projects/products:</i>		

INTERDISCIPLINARY UNIT OF STUDY PLANNING MATRIX TEMPLATE**Essential Question:**

<u>Focus Questions</u> 1. 2. 3. 4. 5. Content Outcomes: The student will: Process Outcomes: The student will: Affective Outcomes: The student will:	Disciplines	I. Initial activities that introduce, build and engage students with content knowledge, concept, skill	II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill	III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests	<u>Resources to Support Unit of Study</u>
	Literacy				
	Math/Science				
	Social Studies				
	The Arts				
	Technology				<u>How will student understanding be assessed?</u>

WEEKLY FOCUS QUESTION PLANNING TEMPLATE 1

Day	Social Studies Focus Question	Learning Experiences	Literacy Connection
1			
2			
3			
4			
5			

TEXT SELECTION PLANNER
TO FACILITATE INTERDISCIPLINARY CONNECTIONS

Text Title: _____

Author: _____ **Text Genre:** _____

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a result of interacting with this text.

-
-
-

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected with this text?

-
-
-

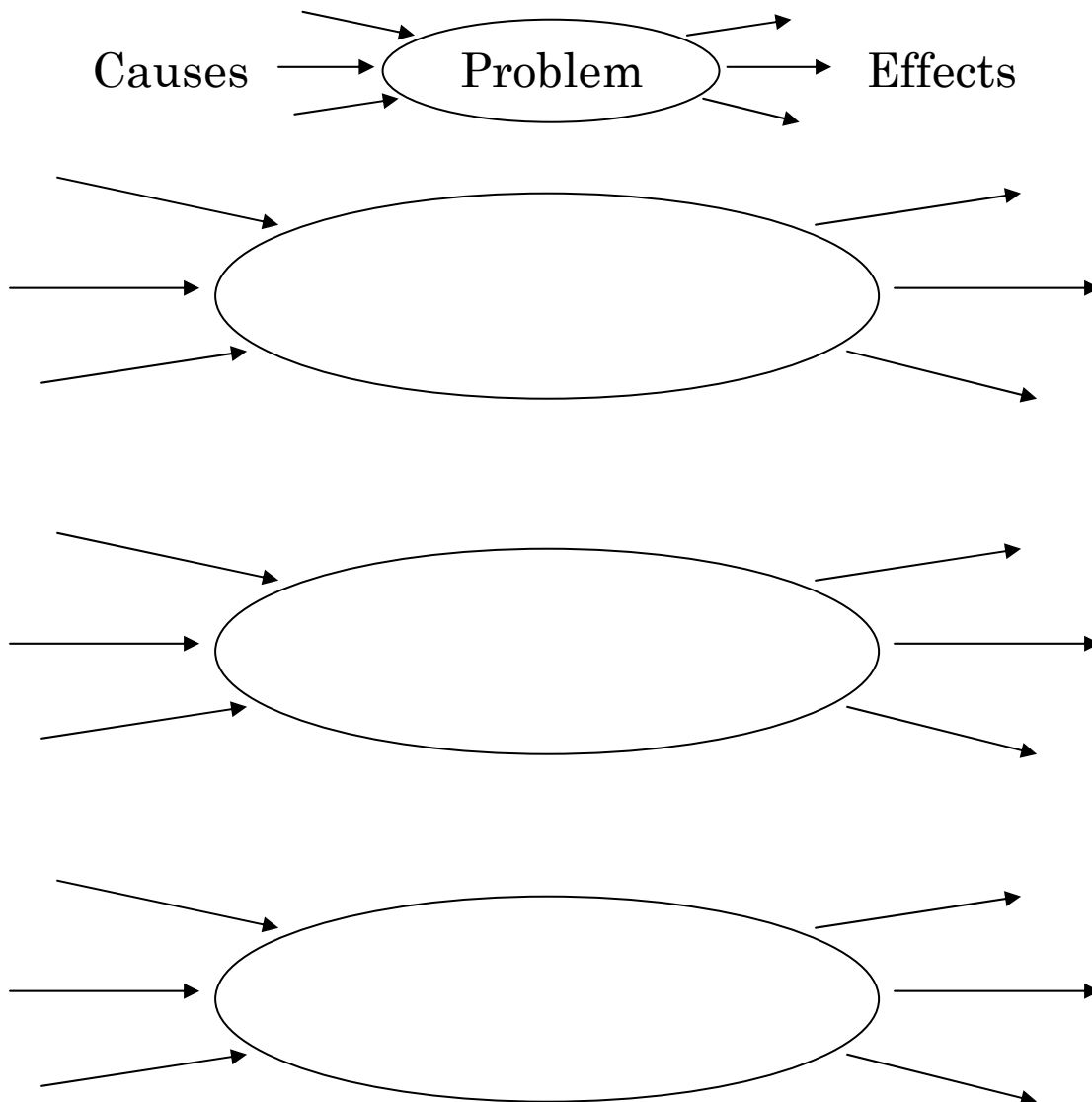
ELA Outcomes: What are the specific ELA outcomes? (e.g. main idea, cause/effect, visualizing)

-
-
-

What will students do to interpret this text?

-
-

CAUSE-EFFECT TEMPLATE



TEXT: _____

Cause _____ **→ Effect**

	→	
	→	
	→	
	→	
	→	
	→	
	→	
	→	
	→	

NOTE-TAKING TEMPLATE

Chapter Title: _____

Big Idea:

Using only 2 to 3 sentences, tell what the chapter is about.

What I Learned (Details):

-
-
-
-
-
-
-
-
-

SAMPLE CLASS CHART

Chapter Title	Notes

TAKING ON A “CHARACTER”

To get students really excited and engaged in the unit of study, this activity allows students to select pioneer characters from the descriptions below. Some of the names are real and some are creative inventions. Both you and your students will have fun researching more names and occupations of other characters to add to the list. Place papers with character descriptions into a box and have students select a character. As they move through the unit to learn about Immigration, students will connect personally to the information being studied as they will view events through the “eyes” of their character.

Character Descriptions (these can be made into cards):

Your name is Kathleen. You are 16 and the year is 1846. You live in Skibberdeen Ireland with your large family. It is December and your entire town is in the midst of a calamity.	Your name is Marcus Eli Ravage. You live in a small town, Vaslui, Romania. You hear many stories from visitors, and they are all good. You think that all people who get to America will be rich. It is 1900.
It is 1882. You are the youngest child of Russian Jewish ancestry. Your village is in the Ukraine. Laws are making it very difficult for your family. Your name is Jacob.	Your name is Rosa Canello. You are from Naples, Italy. It is 1880 and your entire family is planning to go to America.
Your name is Leslie Anderson and your father is a doctor. It is 1878 and your small family emigrates from London, England.	Your name is Samuel Adler. You are the oldest in a very large family of German Jews. Your entire family decides to leave in 1890.
You are Pauline Newman, from Lithuania. Your family wants to emigrate. It is 1890.	

Resources:

- The Irish Famine by Tony Allan
- Point of Impact by Heinemann
- Shutting out the Sky: Life in the Tenements of NY 1880-1924 by Deborah Hopkinson

LEARNING CENTER ACTIVITY CARDS

Use the information below to help get you started on creating **Activity Cards** for an **Immigration Learning Center**. Use 5 x 7 index cards. You can laminate the cards so they will weather student handling.

Card # 1: Comparing Ellis Island to Angel Island

In the same way that Ellis Island was considered the gateway to the eastern coast of the United States, Angel Island was known as the gateway to the west. Some even called it the Ellis Island of the west. Angel Island has a similar history as Ellis Island, in that its name was changed many times during its history and it was originally inhabited by Native Americans.

Angel Island is located in San Francisco's North Bay, near the infamous island of Alcatraz.

How many Asian immigrants passed through Angel Island? Make a chart with corresponding dates

Tell how Ellis Island and Angel Island are alike and/or different.



Research the history of Immigration Laws in the U.S. and explain. Make a timeline. Why do you think these laws were passed?

Read about the poetry found on the walls of Angel Island. Write your own poem as a response.

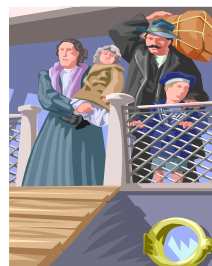
Card # 2: Immigrant Interviews

Find out about the interview questions that immigrants were asked upon arrival at Ellis Island?

Why did U.S. officials ask these particular questions? What does it reveal about the attitudes toward immigrants?

What kinds of people did the U.S. want to keep out? Why? Do you think this was just? Explain.

Develop a better/fairer list of questions for immigrants



Card # 3: Symbols

- Read the book Liberty by Allan Drummond
- Write a summary on a postcard to someone in your class.
- What do you think is the most important fact about the statue of liberty
- Can you design a new symbol for U.S. immigration?

**Card #4** Ships

- Find out about the technology of ships during 2 specific waves or eras of immigration.
(Sailing ships vs. Steamships)
- Compare and contrast the length of the voyage to America, costs, conditions Etc.
- If you were a ship owner and wanted to improve conditions of the journey, what would you have done?
(Be true to the time period)

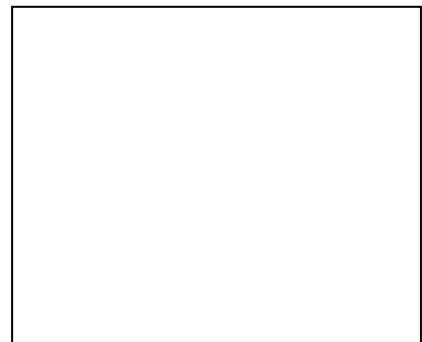
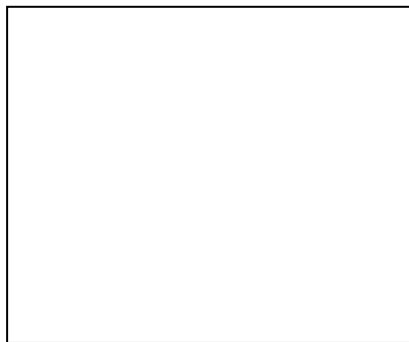
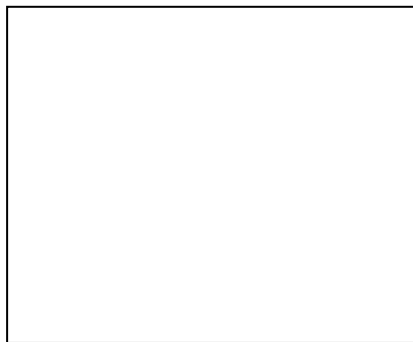


DESIGN A POSTAGE STAMP

Source: Wikipedia (U.S. postage stamp commemorating the vast Irish immigration to North America.)

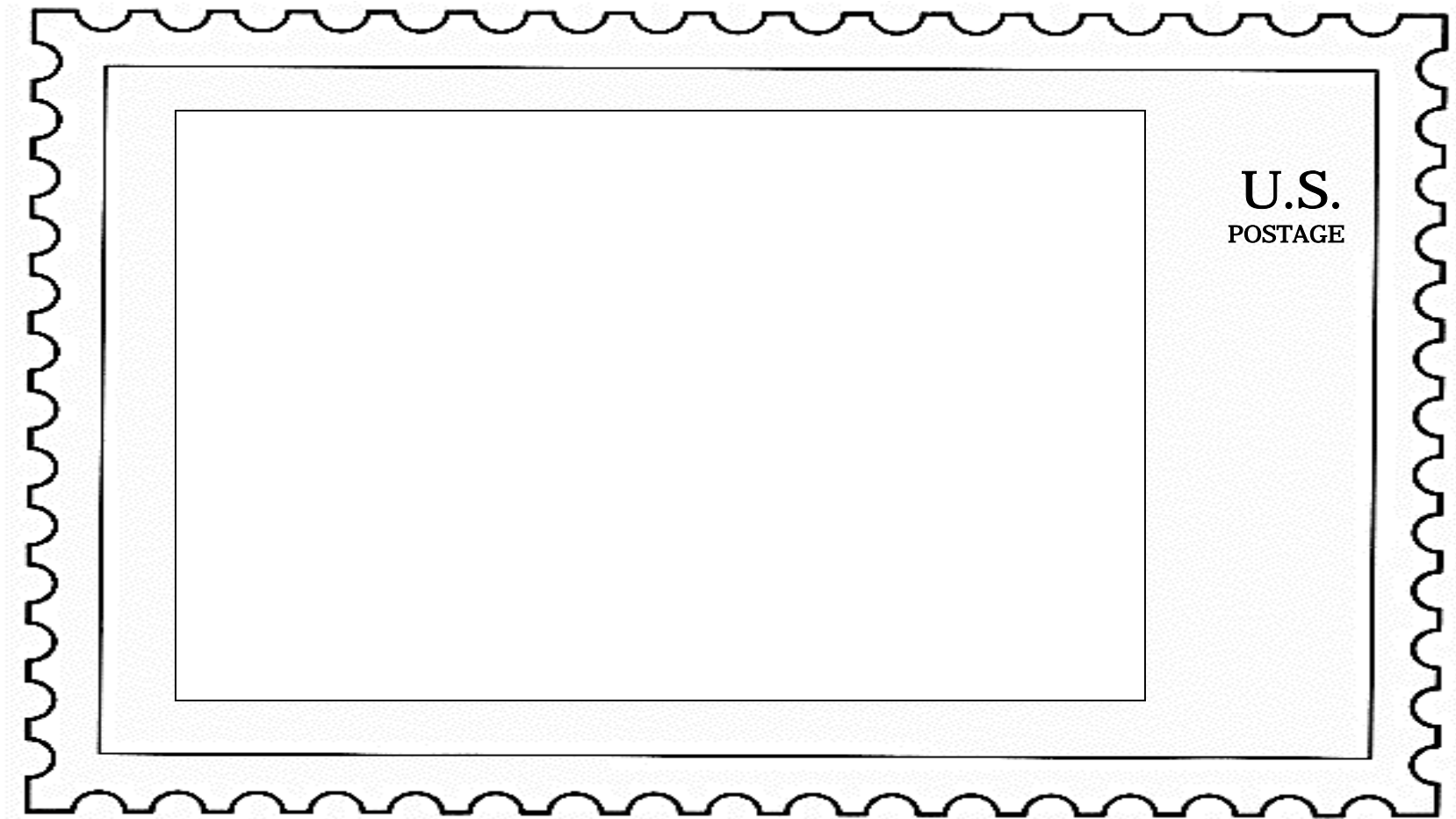
Select a group of immigrants to research. Examples: the Italians, Germans, Polish, Russians, Swedish, Spanish, Hungarian, etc. Find out all you can about reasons this group emigrated, conditions of their journey to America, what life was like when they arrived in New York City, and the impact their culture had on American society.

Create a series of quick thumbnail sketches that illustrate various aspects of their voyage or settlement.



COMMEMORATIVE POSTAGE STAMP

Select your favorite sketch to make into a postage stamp that honors the group of immigrants you researched. Enlarge your design on the attached Postage Stamp template. Add detail, text and color. Find out how an artist's design actually becomes a postage stamp!



Timeline of Key Immigration Laws of the United States

- | | |
|------|--|
| 1795 | Residency period to become a US citizen is raised from two years to five years |
| 1798 | Alien and Sedition Acts |
| 1862 | Congress passes the first law restricting immigration with this 1862 law forbidding American vessels to transport Chinese immigrants |
| 1882 | Chinese Exclusion Act |
| 1885 | Alien Contract Labor Laws |
| 1891 | Immigration & Naturalization Service created |
| 1892 | INS opens up Ellis Island as a screening station for immigrants |
| 1907 | The US and Japan sign the Gentleman's Agreement |
| 1917 | Immigration Act of 1917 expands classes of foreigners excluded from entering the US and created the Asiatic Barred Zone |
| 1918 | Anarchist Act passed and excludes subversive aliens |
| 1921 | A quota system is first introduced |
| 1924 | Quota system changed to give preference to "desirable" aliens |
| 1941 | Congress passes an act to refuse visas to any that pose danger to public safety |
| 1943 | Chinese Exclusion Act repealed |
| 1945 | War Brides Act |
| 1946 | Federal law for persons indigenous to India under an annual quota |
| 1948 | Displaced Persons Act permits entry by persons displaced as a result of WW II |
| 1952 | Immigration and Nationality Act (Asiatic Barred Zone abolished and people from all nations given opportunity to enter |

- 1953 The Refugee Act makes an additional allocation for victims of war & disaster
- 1965 Abolishment of nation-origin quotas
- 1977 An amendment limits eastern and western hemisphere immigrants to 290,000 per year with no more than 20,000 from any one place
- 1980 The Refugees Act of 1980 reduces quota to 270,000 per year
- 1986 Immigration Reform and Control Act allows most illegal aliens to apply for legal status
- 1990 Immigration Act sets an annual ceiling of 700,000 immigrants per year
- 1996 Illegal Immigration Reform and Immigrant Responsibility Act makes it easy to deport illegal aliens

WHAT CAN WE LEARN FROM PHOTOGRAPHS?



A photograph, unlike a painting, is the capture of a specific moment in time, forever preserved. Photographs are unique primary sources that we can use to learn about a specific time, person or event. There are many photographs of the immigrant experience, and some of the most revealing are those that were taken of families arriving or being processed at Ellis Island. Though we don't know the names of most of the families, we can imagine what they were thinking and feeling. Look carefully at photographs of immigrant families or children.

Use the **“What I See, What I Think, What I Wonder”** template to write down some of your thoughts.

Students can study images from:

- Library of Congress Prints & Photographs Division, Immigration/Ellis Island
- Any photograph in the book *Immigrant Kids* by Russell Freedman
- Cover Photograph, photograph on pages 2-3 from *Kids Discover Magazine* – Immigration
- Any photograph in the book *Shutting Out The Sky. Life in the Tenements of New York* 1880-1924
- Photographs of immigrants by Jacob Riis or Lewis Hine

THINKING ABOUT ART TEMPLATE

Your Name: _____

Name of image: _____

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from Looking to Write by Mary Ehrenworth. Used by permission of author.

POEM TO STUDY**You, Whoever You Are**

You, whoever you are!...

All you continentals of Asia, Africa, Europe,
Australia, indifferent of place!

All you on the numberless islands of the
archipelagoes of the sea!

All you of centuries hence when you listen
to me!

All you each and everywhere whom I specify
not, but include just the same!

Health to you! Good will to you all, from me
and America sent!

Each of us is inevitable,

Each of us is limitless – each of us with his
or her right upon the earth,

Each of us allow'd the eternal purports of
the earth,

Each of us here as divinely as any is here.

- *Walt Whitman*

Think About the Poem:

- Read poem aloud and ask students to think about and respond to what they hear, feel or think about the poem
- Give students an opportunity to re-read the poem on their own or in pairs
- Ask students to share their favorite line from the poem
- Guide students to think about why the poet uses the word “You”? Who does “you” refer to?
- Guide students to think about what the poet means when he says “all you each and everywhere who I specify not, but include just the same”?
- Ask students to paraphrase a few lines in their own words
- Ask students to think of two sentences that reveal the sentiments of the poet

BLOOM'S TAXONOMY

Benjamin Bloom created this taxonomy and hierarchy levels in the cognitive domain. The taxonomy provides a useful structure in which to classify cognitive skills. There are six major categories, which are listed in order below, starting from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

Skill/Competence	<i>Skills Demonstrated</i>
Knowledge Recall of information, learned material	<ul style="list-style-type: none"> • observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter <i>(words that ask students to find out: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, match, read, record, view, state)</i>
Comprehension To grasp the meaning of information	<ul style="list-style-type: none"> • understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences <i>(words that ask students to understand: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, cite, classify, identify, label, paraphrase, restate, trace, understand, make sense of)</i>
Application The use of previously learned information in new situations	<ul style="list-style-type: none"> • use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge <i>(words that ask students to use application skills: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, act, administer, control, chart, collect, discover, develop, implement, prepare, transfer)</i>

Skill/Competence	<i>Skills Demonstrated</i>
Analysis Breaking down information and examining to more fully understand	<ul style="list-style-type: none"> recognizing patterns organization of parts recognition of hidden meanings identification of components <i>(words that ask students to analyze: analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer, correlate, illustrate, outline, recognize, diagram)</i>
Synthesis Creating or applying prior knowledge to produce something new or original	<ul style="list-style-type: none"> use old ideas to create new ones generalize from given facts relate knowledge from several areas predict, draw conclusions <i>(words that ask students to synthesize: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite, initiate, construct, rearrange, compile, compare, incorporate)</i>
Evaluation Judging the value of something based on personal values/opinions	<ul style="list-style-type: none"> compare and discriminate between ideas assess value of theories, presentations make choices based on reasoned argument verify value of evidence recognize subjectivity <i>(words that ask students to evaluate: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, critique, appraise, justify, defend, support, reframe)</i>

Source: Benjamin S. Bloom. *Taxonomy of Educational Objectives*.

ACTIVITIES & PRODUCTS USING BLOOM'S TAXONOMY

You can utilize the following to develop additional Learning Center Activity Cards.

<i>Knowledge</i>	
<i>Sample Question Starters</i>	<i>Possible activities and products</i>
What happened after...? How many...? Who was it that...? Can you name the...? Describe what happened at...? Who spoke to...? Can you tell why...? Find the meaning of...? What is...? Which is true or false...?	Make a list of the main events. Make a timeline of events. Make a facts chart. Write a list of any pieces of information you can remember. List all the ... in the story. Make a chart showing... Make an acrostic. Recite a poem.
<i>Comprehension</i>	
<i>Sample Question Starters</i>	<i>Possible activities and products</i>
Can you write in your own words...? Can you write a brief outline...? What do you think could have happened next...? Who do you think...? What was the main idea...? Who was the key character...? Can you distinguish between...? What differences exist between...? Can you provide an example of what you mean...? Can you provide a definition for...?	Cut out or draw pictures to show a particular event. Illustrate what you think the main idea was. Make a cartoon strip showing the sequence of events. Write and perform a play based on the story. Retell the story in your words. Paint a picture of some aspect you like. Write a summary report of an event. Prepare a flow chart to illustrate the sequence of events. Make a coloring book.
<i>Application</i>	
<i>Sample Question Starters</i>	<i>Possible activities and products</i>
Do you know another instance where...? Could this have happened in...? Can you group by characteristics such as...? What factors would you change if...? Can you apply the method used to some experience of your own...? What questions would you ask of...? From the information given, can you develop a set of instructions about...? Would this information be useful if you had a ...?	Construct a model to demonstrate how it will work. Make a diorama to illustrate an important event. Make a scrapbook about the areas of study. Make a papier mache map to include relevant information about an event. Take a collection of photographs to demonstrate a particular point. Make up a puzzle game using the ideas from the study area. Make a clay model of an item in the material. Design a market strategy for your product using a known strategy as a model. Dress a doll in national costume. Paint a mural using the same materials. Write a textbook about... for others.

<i>Analysis</i>	
<i>Sample Question Starters</i>	<i>Possible activities and products</i>
Which events could have happened...? If ... happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Why did ... changes occur? Can you compare your... with that presented in...? Can you explain what must have happened when...? How is ... similar to ...? What are some of the problems of...? Can you distinguish between...? What were some of the motives behind...? What was the turning point in the game? What was the problem with...?	Design a questionnaire to gather information. Write a commercial to sell a new product. Conduct an investigation to produce information to support a view. Make a flow chart to show the critical stages. Construct a graph to illustrate selected information. Make a jigsaw puzzle. Make a family tree showing relationships. Put on a play about the study area. Write a biography of the study person. Prepare a report about the area of study. Arrange a party. Make all the arrangements and record the steps needed. Review a work of art in terms of form, color and texture.
<i>Synthesis</i>	
<i>Sample Question Starters</i>	<i>Possible activities and products</i>
Can you design a... to...? Why not compose a song about...? Can you see a possible solution to...? If you had access to all resources how would you deal with...? Why don't you devise your own way to deal with...? What would happen if...? How many ways can you...? Can you create new and unusual uses for...? Can you write a new recipe for a tasty dish? Can you develop a proposal which would...?	Invent a machine to do a specific task. Design a building to house your study. Create a new product. Give it a name and plan a marketing campaign. Write about your feelings in relation to... Write a TV show, play, puppet show, role play, song or pantomime about...? Design a record, book, or magazine cover for...? Make up a new language code and write material using it. Sell an idea. Devise a way to... Compose a rhythm or put new words to a known melody.
<i>Evaluation</i>	
<i>Sample Question Starters</i>	<i>Possible activities and products</i>
Is there a better solution to... Judge the value of... Can you defend your position about...? Do you think ... is a good or a bad thing? How would you have handled...? What changes to ... would you recommend? Do you believe? Are you a ... person? How would you feel if...? How effective are...? What do you think about...?	Prepare a list of criteria to judge a ... show. Indicate priority and ratings. Conduct a debate about an issue of special interest. Make a booklet about 5 rules you see as important. Convince others. Form a panel to discuss views, e.g. "Learning at School." Write a letter to... advising on changes needed at... Write a half yearly report about... Prepare a case to present your view about...

WORDS TO KNOW

Emigrant

Foreigner

Immigrant

Refugee

Famine

Visa

Political

Mandate

Economic

Abolish

Social

Process

Exclusion

Screen

Alien

Selection

Naturalization

**RESOURCES USED TO DEVELOP THE UNIT
(INLCUDING WORKS CITED)**

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- Braithwaite, Jill. The Statue of Liberty, Lerner Publications, 2003.
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Stevenson, Harvey. Looking at Liberty. Harper Collins, 2003.

Thompson, Gare. We Came Through Ellis Island: The Immigrant Adventures of Emma Markowitz, National Geographic, 2002.

Wilde-Mayerson, Evelyn. The Cat Who Escaped From Steerage, Scribner, 1990.

Winter, Max. The Statue of Liberty, Newbridge Educational Publishing, 2001.

Wolfman, Ira. Do People Grow on Trees? Genealogy for Kids & Other Beginners. Workman Publishing, 1991.

INTERNET RESOURCES
Useful Immigration Websites

The Statue of Liberty – Ellis Island Foundation, Inc.
www.ellisisland.org

Save Ellis Island!
www.saveellisland.org

History Channel – Ellis Island
<http://www.historychannel.com/ellisisland>

Selected Images of Ellis Island and Immigration, ca. 1880-1920
www.loc.gov/rr/print/list/070_immi.html

PBS Kids – Coming to America
<http://pbskids.org/bigapplehistory/immigration/index-flash.html>

Immigration – Stories of Yesterday and Today
www.teacher.scholastic.com/immigrat/

Internet Lesson Plan Activities – Immigration – US History – Middle and High School
www.libsci.sc.edu/miller/EllisIsland.htm

Oracle Education Foundation – ThinkQuest – Immigration Resources
<http://www.thinkquest.org/library/search.html>

Immigration: Stories in Their Own Words
<http://library.thinkquest.org/20619/Past.html>

National Park Service – Statue of Liberty
www.nps.gov/stli/

National Park Service – Ellis Island
www.nps.gov/elis/

U.S. Citizenship and Immigration Services
www.uscis.gov/graphics/fieldoffices/newyork/aboutus.htm

American Immigration Center
www.us-immigration.com/

American Immigration Resources on the Internet
www.immigration-usa.com/resource.html

U.S. Immigration History
www.immigration.about.com/od/usimmigrationhistory/

America's First Immigration Center

www.castlegarden.org/

The New York Genealogical & Biographical Society

www.newyorkfamilyhistory.org/

Ancestors

<http://www.byubroadcasting.org/ancestors/>

Angel Island State Park

www.angelisland.org

Angel Island Immigration Station Foundation

www.aiisf.org

Immigration Station - A National Historic Landmark

www.angelisland.org/immigr02.html

Asian-American History

www.factmonster.com/spot/immigration1.html

Modern American Poetry – Angel Island Poetry

http://www.english.uiuc.edu/maps/poets/a_f/angel/angel.htm

Modern American Poetry – Angel Island from a 1917 Book (The Ellis Island of the West)

http://www.english.uiuc.edu/maps/poets/a_f/angel/bamford.htm

Please note that due to the ever-changing nature of the internet, we can only attest that websites and URLs listed are accurate and functioning at the time of printing of this guide.

